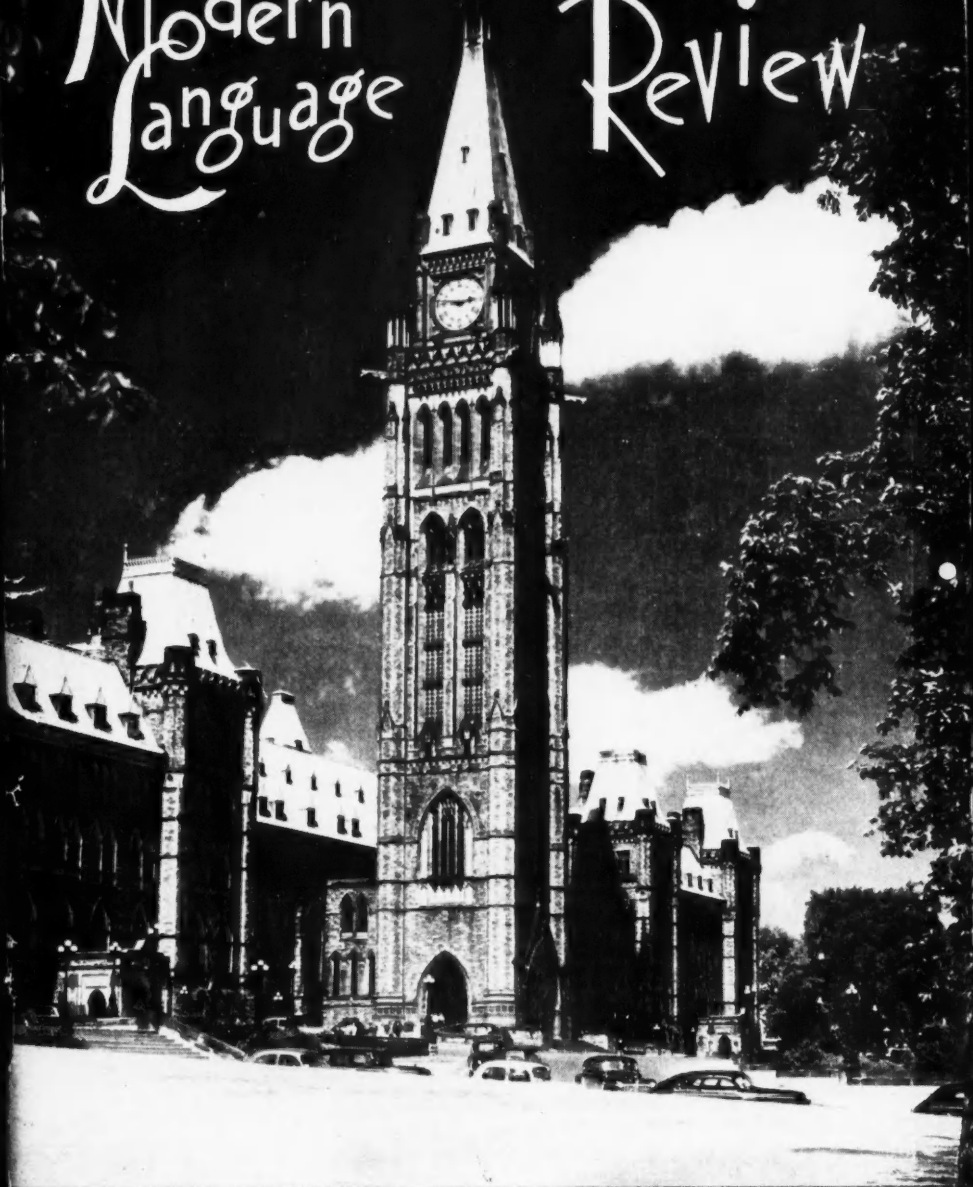


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Number 1

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THE GRADE XIII FRENCH EXAMINATIONS

Editor's Note: These comments, which were submitted at the request of the editor, were prepared in June, 1960.

"Ring out the old, ring in the new" seems to sum up the 1960 French papers — the old being the dictation test and the new the objective questions.*

While the dictation test did not quite serve the purpose for which it was intended — that of testing listening comprehension, it is fitting at this time to pay tribute to those responsible for devising and introducing it — chiefly among them, Dr. Jeanneret. Despite the resistance of the traditionalists who claimed that such a test would be prohibitive in cost and impossible to administer uniformly, the dictation test showed what could be done with initiative, ingenuity and imagination. There is no reason why an oral test, too, should be impossible of achievement some day.

The objective questions were interesting, ingenious and searching. In view of the fact that they, like the grade XII departmental French test of last year, covered pronunciation, vocabulary and grammar, it would be useful to compare the achievements of our students in the two tests in those areas. It will be remembered that achievement in pronunciation on the grade XII test proved to be disappointing.

Technically, the objective questions were perfect, with the possible exception of question seven, sub-question one, which seemed to contain two correct answers — the first and third suggestions. As for content, several questions occurred to this teacher — questions which do not, and are not intended to, reflect on this year's papers or their authors. The questions merely refer to general matters of policy and practice over the years:

- (1) Why were twelve out of forty-four sub-questions (questions 1 to 3) devoted to testing pronunciation, which was, theoretically at least, being tested on the Authors paper in the dictation?
- (2) Would not questions 6 and 8, in a different form, to be sure, have been more suitable on the Authors paper? The vocabulary of the Authors text was already thoroughly tested on the English into French section of the paper. Would this not have been an opportunity to encourage teachers to emphasize vocabulary of everyday use?
- (3) Doesn't the preceding question raise again the matter of duplication, and the difficulty, if not the impossibility, of maintaining the fiction of two separate and distinct papers — one in Authors and one in Composition?

In view of the mounting pressure of the number of students writing and of the increasing difficulty of getting sufficient examiners, it looks as if a single composite paper will some day soon have to serve the purpose. Perhaps then too, consideration will be given to the possibility of having a second examination, "not necessarily two and one half hours in length", devoted exclusively to testing listening comprehension, oral proficiency

and, if necessary, the theoretical knowledge of pronunciation.

And while we are peeking into the future, do we dare to hope that some day too the high school teacher will come into his own and be able to serve the cause of education and that of the fair, valid examination as an examiner-in-chief and/or as a member of the committees supervising the papers "before" they make their public appearance? As a member of the committee that meets with the examiner-in-chief, the high school representative is too often in the position of the man who is called on to lock the stable door "after" the horse has been stolen.

One final comment on objective - type questions. We have seen enough of them now to realize that they are not, "per se" easy or fair. In other words, it is the content of the question, not the type, that is the key. There is no easy way out.

Finally, just in case there has been any misunderstanding, this teacher is not pleading for easy examinations, just fair ones. To him a fair examination is one which follows the course of study closely; covers the work thoroughly; avoids duplication; and uses a variety of techniques and questions. Only in this way is the teacher, whose classroom activities reflect the influence of the grade XIII examinations, encouraged to stress "all" aspects of language instruction. Like all teachers, this one is just as interested in maintaining standards as are our friends from the universities. However, he does not believe that standards are really being maintained, when, in order to compensate for an unfair or too difficult a question, compromises must be made — compromises which no teacher in school or university would ever knowingly make in the classroom.

M. Sniderman,

Lorne Park, Secondary School

* The writer got the impression from Inspector Steinhauer's announcement at the Fall Conference of Modern Language teachers of the Ontario Catholic schools, held at St. Michael's College School on Nov. 14, 1959, that an Aural Comprehension test would replace the dictation test in June, 1961. However, two departmental circulars (#58 and #1960-61: 14), received since the preparation of the above, revealed the following:

(1) "In 1961 the oral testing question will form part of the Authors paper, and a recorded passage of about 75 words will be used; the vocabulary of this passage will be based on that of the prescribed Authors text."

(2) The year 1960-61 will be used to determine the most effective way of testing the aural comprehension of a recorded French passage. In the middle of November schools will be asked to administer to their grade 13 classes three short tests, two of them objective-type and the other a short essay, based on the two French passages recorded on the reverse side of the June, 1960, examination record.

(3) If the results, based on a statistical study of the marks, are satisfactory, "the oral testing programme of the Grade 13 examinations may be **extended** (emphasis the writer's) to include this type of question in 1962 or later years."

M.S.

DIE DEUTSCHE JUGENDBEWEGUNG UND DIE DEUTSCHE JUGEND

Vortrag gehalten in deutscher Sprache am 19 April 1960 zu Toronto vor der Ontario Modern Language Teachers' Association, German Sub-Section.

Herr Praesident, meine Damen und Herren!

Es ist fuer mich eine Ehre, vor Ihnen zu sprechen. Sie, meine Damen und Herren, vermitteln der Jugend in der Provinz Ontario die Kenntnisse einer schweren, fremden Sprache, meiner Muttersprache. Innerhalb der politischen deutschen Grenzen wird deutsch von rund 70 Millionen gesprochen — in der Provinz Ontario nach den amtlichen kanadischen Zahlen von fast 400.000 Bewohnern, darunter rd. 150.000 Neueinwanderern seit 1950.

Ihre Schueler und Schuelerinnen sind in der grossen Mehrzahl nicht deutschsprachig, und von Ihnen selbst sprechen viele Deutsch als fremde Sprache. Ich bin dankbar, dass ich heute — in kurzen Wortenversuchen darf, vor Ihnen Paedagogen, Jugendbildnern, zu schildern, welchen Weg die deutsche Jugend in den letzten 60 Jahren gegangen ist. So wie Sie im Sinne des Lateiners Seneca "non scholae, sed vitae" nicht fuer die Schule, sondern fuer das Leben lehren, so will ich versuchen nicht diktatische Entwicklungen, sondern das Leben der Jugend in Deutschland, die geistigen Kraefte und Gegenkraefte zu zeigen.

Da die Zeit knapp ist, habe ich mir erlaubt, eine Liste der von mir benutzten Literatur vorzubereiten, die ich gerne den Interessenten uebersenden werde. Ich bitte Sie, mir Ihre Namen und Adressen mit dem Formular mitzuteilen. Eine schematische, zeitliche Uebersicht zu unserem Thema darf ich hiermit verteilen.

Erst seit 1901 laesst sich von einer deutschen Jugendbewegung sprechen. Als Gruender wird Karl Fischer aus Berlin-Steglitz genannt. Die Bedeutung Karl Fischers fuer die Jugendbewegung liegt in seiner Persoenlichkeit. Ihm gelang es, die Jugend der hoeheren deutschen Schulen aus den Banden der 1901 geltenden Gesetze zu befreien.

Das Bismarck'sche, getragen von dem Wunsche, Arbeiter und Staatsgewalt zu versoeöhnen, hatte ab 1881 eine Sozialversicherung geschaffen, und gewissermassen als Ergaenzung zu dieser Sozialversicherung eine sehr strenge Vereinigesetzgebung. Danach war es bis 1918 allen Jugendlichen in Deutschland — und das waren Personen unter 21 Jahren — verboten, sich selbstaendig in Vereinen zu organisieren. Man wollte so verhindern — ob mit Recht oder Unrecht sei dahingestellt — dass diese Jugendlichen in die Haende von Gruppen und Fuehrern gerieten, die nach Auffassung der damals herrschenden Schicht staatsfeindlich waren. Diese Bestimmung verhinderte die Koalition von Jugendlichen in eigenen Vereinen. Fischer umging das Verbot sehr einfach. In der von ihm gegruendeten Jugendgruppe, die er "Wandervogel" nannte, wurden die Jugendlichen nicht selbst Mitglieder, sondern nur ihre Eltern. Damit wurde einmal erreicht, dass die Eltern, die sich ja selbst zum Beitritt in den Verein "Wandervogel" verpflichteten, diese Zusammenschlusse ihrer eigenen Kinder unterstuetzten. Aber auch der Wandervogel selbst, die

einzelne lokale Gruppe, war damit der Kontrolle, der Aufsicht durch die damalige Polizei entzogen. Nicht Jugendliche waren Mitglieder, sondern eben Erwachsene.

Die Jugendlichen, die sich so im Wandervogel in Berlin-Steglitz und etwa gleichzeitig in vielen anderen deutschen Staedten zusammenfanden, suchten unter Duldung der Eltern neue Formen; sie opponierten gegen die sie umgebende Umwelt. Bis zum Jahre 1918 war Deutschland — wie damals die meisten europaeischen Staaten — ein fest hierarchisch gefuegter Staat. Der Besuch der hoeheren Schule sollte den Abiturienten in die Lage versetzen, zu studieren, eine Universitaet oder Hochschule zu besuchen, und nach dem Studium einen festen Platz in der Sozialordnung als Akademiker einzunehmen.

Auf den Universitaeten erhielten die Studenten die Tradition des 19. Jahrhunderts am Leben. Das Standesgefuehl wurde auf den Universitaeten durch Studentenverbindungen (aehnlich den fraternities) geweckt und gepflegt, die jedoch nicht wie meist in Nordamerika lose, sondern feste Zusammenschlusse waren; auch nach dem Studium, im Beruf, ja auf Lebenszeit fuehlte sich der "Alte Herr" als Mitglied seiner Studentenverbindung.

Die nichtkonfessionellen Verbindungen — im Gegensatz zu den sogenannten "nichtsschlagenden" konfessionellen katholischen und protestantischen Verbindungen — betrachteten in ihrer Mehrheit die sogenannte "Mensur", ein haeufig freundschaftlich verabredetes Duell, also einen "Zweikampf" mit einer Waffe, dem "Schlaeger" — einer Art Saebel oder Degen — als wichtiges Erziehungsmittel. Der Student sollte lernen, seine "Ehre" als Mann selbst zu verteidigen.

Wenn dieser Zweikampf den inneren Menschen formen sollte, so galten die akademischen "Trinksitten" der gesellschaftlichen Erziehung. Als Erziehungsziel wurde gesetzt, dass der Student auch nach reichlichem Biergenuss sich korrekt benehmen sollte. (Diesen "Alkoholtest" finden wir auch als Erziehungs- und Charakterprobe zur gleichen Zeit in der englischen Gesellschaft; er hat manches fuer sich). Das Biertrinken wurde daher geradezu trainiert und auf Kommando geuebt. Diese lustigen, schon im Mittelalter auf deutschen Universitaeten bestehenden Trinksitten galten den hoeheren Schuelern als wichtig und nachahmungswuerdig. So gab es um 1901 an allen hoeheren Schulen Deutschlands mehr oder minder geduldete, manchmal heimliche Schueler-korporationen (fraternities), in denen besonders Trinkgebraeuche auf den Universitaeten nachgeahmt wurden. Bei diesen Schuelerzusammenkuenften am Wochenende wurde wacker gezecht.

Besonders gegen diese Trinksitten der hoeheren Schueler aber auch gegen die Auswuechse auf den Universitaeten wandte sich die Jugendbewegung. Sie opponierte und erklarte, dass diese Formen des geselligen Lebens nicht mehr der Zeit und ihren Auffassungen entspraechen, sie seien antiquiert, ueberholt. Die Jugend muesse neue Formen fuer ihr eigenes Leben suchen. Kritisiert wurden die Formen des gesellschaftlichen Lebens dieser Jahre ueberhaupt. Die jungen Menschen erkannten die Statik der Epoche, den cant spaetviktorianischer Konzeption, der ja auch in Deutschland herrschte (Koenigin Victoria war ja die Grossmutter Wilhelms II).

Bewusst oder unbewusst waren die Neuerer Anhaenger einer Dynamik, sie waren fuer Bewegung von Koerper und Geist.

“Die freideutsche Jugend will ihr Leben
nach eigener Bestimmung
vor eigener Verantwortung
in innerer Wahrhaftigkeit gestalten.”

So lautete die Entschliessung, die elf Jahre nach der Begrueundung des Wandervogels, 1913, auf der einzigen gemeinsamen groesseren Tagung der Wandervogelgruppen ganz Deutschlands auf einem bei Kassel gelegenen Berg, den Hohen Meissner, angenommen wurde.

In dieser ersten Dekade des Jahrhunderts entdeckten die hoeheren Schueler die deutsche Landschaft, die sie durchwanderten. Die Pflege alter, halbvergessener Volkslieder, begleitet von Gitarren- und Lautenmusik, brachte ihnen Freude. In bewusster Ablehnung fester, etwa militaerischer Formen, wanderten sie in kleinen Gruppen, die sie “Horden” nannten, meist am Sonntag, dann in den Ferien hinaus aufs Land, in die Waelder und in die Feste, aus den Staedten und Grosstaedten hinaus. Die Formen der Zusammenkuenfte, der Wanderungen, unterschieden sich erheblich von denen der ja auch in Kanada bekannten Boy Scouts des Generals Baden-Powell. Boy Scouts, Pfadfinder, gab es auch in Deutschland, aber nur in kleinen Gruppen. Vom Wandervogel wurde schon aeusserlich alles, was an Uniformierung erinnerte, abgelehnt. Ein eigener, einfacher persoenlicher Stil auch in der Kleidung wurde gesucht. Kurze Hosen, kniefrei, shortartig; keine hohen gestaerkten Kragen, sondern ein offenes Hemd mit “Schillerkragen”. Auf Wanderungen wurde am Holzfeuer gekocht, der Kochtopf wurde mitgeschleppt, der Rucksack enthielt die Ausruestung, haeufig Teile eines einfachen Zeltes, das aus mehreren Planen zusammengesetzt wurde. Die abendlichen Lagerfeuer waren romantische Erlebnisse.

Zweimal im Jahr — sur Sonnenwende im Sommer und im Winter — wurden groessere Feste gefeiert. Ein riesiger Holzstoss brannte herunter, Lieder wurden gesungen. Befreundete Gruppen kamen zusammen. Das Fest endete mit dem Sprung durchs Feuer. Nur bei diesen Sonnenwendfesten kam die Gruppe von Wandervoegeln, zu der ich in der Universitaetsstadt Goettingen jahrelang gehoerte, mit weiblichen Wandervoegeln — hoeheren Schuelerinnen aus den gleichen und benachbarten Orten — zusammen. Auch die Maedchen schlossen sich in jenen Jahren zusammen. Sie wanderten, ohne Aufsicht durch Lehrerinnen oder Erwachsene, am Sonntag gleichfalls hinaus, aber nicht mit Jungen. Im allgemeinen gab es ja in Deutschland keine Co-Education, und auch im Wandervogel herrschte meistens Trennung der Geschlechter. Dass auch die Maedchen ihre Kleidung reformierten, gegen Korsett und Schleppkleider, modische Huete ins Feld zogen, war selbstverstaendlich. Trafen wir uns, so galt Flirt als beinahe unanstaendig; er gehoerte in den Ballsaal, nicht in die Natur. Auch waren die alten Volkstaenze, die bei solchen Festen getanzt wurden — viele uebrigens den “square dances” recht aehnlich — eine froehliche, halb kindliche Bewegung — fuer Erotik blieb kein Platz.

Wenn unsere Wanderung, die Fahrt, laenger dauerte als einen Tag, und das Zelt nicht benutzt werden konnte, so baten wir beim Bauern um

Quartier im Stroh, auf dem Heuboden. Bald wussten die Bauern, dass Wandervoegel nicht rauchten und Alkohol weitgehend ablehnten. Sie nahmen uns als Gaeste am Abend ins Haus, wir sangen in den grossen Kuechen Niedersachsens ihnen abends unsere Lieder und waren frueh auf den Beinen. Milch und Brot gab es immer als Geschenk, und manche Wurst verschwand in den Maegen der hungrigen Jungen.

Der Wunsch, sich auch in der Woche zu treffen, fand bei den Eltern Verstaendnis. Stadtverwaltungen ueberliessen Kirchtuerme und alte Gebaeude der Jugend als Heim, als "Nest", wie wir sagten. Diese Heime in Staedten, alte Schloesser in schoener Lage, ein nicht benutztes Bauernhaus sind die Vorlaeufer oder die ersten "Jugendherbergen" geworden. Ich habe selbst mitgebaut an solchen Herbergen; Betten mit Strohsaecken standen in den Uebernachtungsraeumen. Decke und Schlafsack brachte der jugendliche Wanderer mit. Jungen und Maedchen wohnten nicht unter einem Dach. Die Maedchen schufen ihre eigenen Heime.

Auf den Heimabenden wurden Volkslieder gesungen, endlos diskutiert, Spiele gespielt und haeufig gemeinsam gelesen. Vergessene Schriftsteller des Mittelalters wie der Simplizissimus, Hans Sachs oder Schillers Jugendwerke, auch Buechner kamen zu Ehren. Fuer Folklore, Sagen und Bauernromane bestand reges Interesse.

Auf langen Ferienfahrten wurden Auslandsdeutsche jenseits der deutschen Grenzen besucht, der Donauraum oder das deutsche Suedtirol waren beliebte Ziele der aelteren Wandervoegel, die ja langsam auch auf die Universitaeten gelangten und dort den Zusammenhalt und den gemeinsamen Gedanken als "Freideutsche Jugend", "akademische Freischar oder Gilden" wahrten. Studenten, die frueher Wandervoegel gewesen waren, gingen auch mit Juengeren auf Fahrt, aber nicht als Leiter, sondern als Gaeste und Gleichberechtigte. Die hoeheren Schueler lehnten es ab, sich von Erwachsenen fuehren zu lassen. Sie waren eine Bewegung, die ihre Fuehrer aus ihrer eigenen Mitte in freier Wahl bestimmten.

1960 wird der Paedagoge rueckschauend in dieser Jugendbewegung Formen und Gedankengut des "Sturmes und Dranges", der deutschen Romantik, ja einer Wiederbelebung des Rousseau-Wortes "Zurueck zur Natur" finden.

Der Zahl nach war diese zunaechst auf die maennliche und spaeter weibliche Jugend der hoeheren Schulen beschraenkte Bewegung, die sich allgemein Wandervogel nannte, mit 25-40.000 im ganzen deutschen Sprachgebiet nicht allzu bedeutend. Der wirkliche Einfluss war weit groesser. Vor Ausbruch des Ersten Weltkrieges, 1914, sah es so aus, als ob diese Jugendbewegung, die inzwischen auch an den Universitaeten festen Fuss gefasst hatte, die Lebensform Deutschlands entscheidend beeinflussen, reformieren wuerde.

Die Gruender und ersten Mitglieder dieser Bewegung, die aktivsten von ihnen, sind zu Tausenden im Ersten Weltkrieg gefallen. Die Namen von Orten, die auch jeden Kanadier mit Trauer erfuellen, in Flandern, in Nordfrankreich, Ypern und Reims bedeuten die Grabstaetten dieser deutschen Vorkriegsjugend.

Als die wenigen Ueberlebenden der Vorkriegsbewegung aus dem

Kriege zurueckkamen und die kleinen Ortsgruppen wiederfanden, die im Ersten Weltkriege nur unter Schwierigkeiten ihr Leben hatten weiterfuehren koennen, aenderten sich 1918 mit dem Ende der deutschen Monarchie die Verhaeltnisse grundlegend. Die Jugendlichen erhielten Vereinsfreiheit.

Die Gewerkschaften und die Sozialisten konnten jetzt — ab 1918 — legal der Arbeiterjugend helfen, sich zu organisieren. Manche Gedanken der buergerlichen Jugendbewegung uebernahmen die Jungarbeiter-Organisationen, das Wandern, das Volkslied, sogar Namen wie "ADLER und FALKEN" sollten das "Frei wie der Vogel in der Luft" symbolisieren.

Die Versuche der rechtsgerichteten Parteien, Schueler und Studenten in Anlehnung an ihr Program "politisch" zu organisieren, waren nicht sehr erfolgreich. Als Gegenaktion gegen die bewusst unmilitaerischen Wandervogel hatte schon das kaiserliche Deutschland ohne grossen Erfolg "Jungsturm" und "Jugendwehren" gegrueendet, die vormilitaerische Ausbildung pflegen sollten. In Kanada gibt es ja aehnliche Institutionen — Kadetten fuer die Miliz. Zwischen 1918 - 1933 gab es auch solche Jugendverbaende. Wie die deutschen Pfadfinder — die "nicht" zu den internationalen Boy Scouts gehoerten — standen diese "uniformierten" Jugendgruppen meist den politisch rechts ausgerichteten Parteien nahe. Sie pflegten betont den nationalen Gedanken, der im Wandervogel der Vorkriegszeit als etwas Selbstverstaendliches galt, Hurra-Patriotismus, laermenden nationale Kundgebungen lehnte die alte Jugendbewegung ab.

Zwischen 1918 und 1933 in der Weimarer Republik uebernahmen auch die beiden grossen Kirchen in Deutschland, die evangelisch-lutherische und die katholische, manche Formen des Wandervogels und organisierten eigene Jugendgruppen und Verbaende. Der Wandervogel bestand bis 1933 weiter, aber seine eigentliche Glanzzeit war vorbei — seine Gedanken hatten sich weitgehend durchgesetzt. Die trinkende Schuelerverbindung gehoerte der Vergangenheit an; fuer den spaeteren Beruf war die Mitgliedschaft in einer Studentenverbindung nicht mehr entscheidend. So finden wir zwischen 1918 und 1933 in der Weimarer Republik eine Vielzahl von Verbaenden, Gruppen und Grueppchen, Organisationen verschiedenster Richtung, die meist demokratisch organisiert waren. In ihnen spielten ueberwiegend "Erwachsene" eine wichtige Rolle, der Gedanke "Jugend fuehrt Jugend" war verblasst.

Ab 1931 laehme eine entsetzliche Wirtschaftskrise das Eigenleben der Jugend. 6.5 Millionen Erwerbslose wurden gezahlt. *) Geld fuer bescheidene Vergnuegungen, Wanderungen und Beitraege fehlte. Die Nazis und Kommunisten gewannen Terrain in einem verzweifelnden Volke. Die bewahrende Mitte wurde zerrieben.

Der Totalitaetsanspruch des Nationalsozialismus beanspruchte selbstverstaendlich auch das Gebiet der Jugendverbaende fuer sich. 1933 wurde sofort die Gleichschaltung — um das damals beliebte Wort zu verwenden — die Adaption versucht. Nur die sehr unbedeutenden politischen Jugendverbaende der rechtsstehenden Parteien liessen sich sofort gleichschalten. Die Ueberfuehrung, der Wechsel von einer Uniform in eine andere war leicht.

Das Instrument der Nazis war die bis 1933 unbedeutende "Hitler-

jugend", fuer die Maedchen eine Parallelorganisation der "Bund deutscher Maedchen" (B.d.M.). In beiden Nazi-Organisationen wurde das Marschieren in Kolonnen geradezu zum Lebenszweck. "In den marschierenden Kolonnen dieser jungen Kaempfer zeigt sich der soldatische Geist, der die Grundlage dieser Gemeinschaft bildet".

Die Hitlerjugend verlangte: "So moegen denn die deutschen Menschen das fanatische Bekenntnis zu ihrem Fuehrer Adolf Hitler, ihre bedingungslose Hingabe an diesem Fuehrer als das Hoechste geben". Die Nazis wussten, wie wichtig die Beherrschung und Beeinflussung der Jugend ist. Mit der Machtergreifung — 1933 — versuchten sie sofort ihre Mentalitaet, die der Hitlerjugend, den alten Jugendverbaenden aufzuzwingen. Erst nach harten Kaempfen gelang die "Gleichschaltung" der Verbaende. Einzelne, besonders die religioes ausgerichteten Gruppen, wehrten sich tapfer, aber erfolglos. Im Konkordat vom 20.7.1933, dem swischen dem Vatikan und Hitler geschlossenen Vertrag, war zwar ausdruecklich gesagt worden, dass die katholischen Jugendverbaende nicht der Hitlerjugend angeschlossen werden sollten. Wie viele andere wurde auch dieses Versprechen gebrochen, und so kam es am 1.12.1936 zur "Schaffung der Staats-Hitlerjugend durch Gesetz. Der Hitlerjugend wurde fuer saemtliche Jugendverbaende ein Monopol eingeraeumt. Jedes Kind musste kraft Gesetzes des HJ oder dem B.d.M. angehoren.

Diese Monopolstellung war keine Jugendbewegung mehr, sondern staatliche Jugendkontrolle oder Jugendfuehrung. Im Gegensatz zu den Jahren 1901 bis 1933 war die Jugend nicht mehr Traeger ihrer eigenen Gedanken und Formen: sie war nicht mehr Subjekt, sondern Objekt des totalitaeren Staates geworden. Die Hitlerjugend, uniformiert mit braunen Hemden und Armbinden mit Hakenkreuz, war unter Zwang eine staatliche Gliederung.

Wenn Sie die Zeittafel betrachten, so liegen swischen dem Gesetz ueber die Hitlerjugend bis zum Kriegeausbruch nur drei Jahre. Nur wenige Jahresklassen der Jugendlichen waren dem Einfluss der Nazis in diesen Jahren ausgesetzt. Im Kriege schwaechte sich der Einfluss der Hitlerjugend ab; die aelteren Jugendlichen wurden Soldaten oder wurden etwa bis zum 18. Jahr zum Arbeitsdienst eingezogen.

Erst als 1944 sich der Verlust des Kriege schon abzeichnete, gewann die Hitlerjugend als Organisation noch einmal an Bedeutung. Im September 1944 wurden alle maennlichen Bewohner Deutschlands vom 16 bis zum 60. Lebensjahr zu einem letzten Aufgebot, dem sogenannten "Volkssturm" aufgerufen. Halbe Knaben haben waehrend der letzten Monate des Kriege vom September 1944 bis zum Mai 1945 in militaerischen Formationen gestanden. Eine der grausigsten Untaten des Nationalsozialismus war der Aufruf dieser jungen Menschen, die mangelhaft ausgeruestet, zum Teil gar nicht vorbereitet, als Soldaten in echten Kampfeinheiten eingesetzt wurden.

Als Berlin in Mai 1945 fiel, mussten Hitlerjungen eine grosse Bruecke, die nach Westen fuehrte, verteidigen. Sie starben dort an Geschuetzen, an Maschinengewehren, ueberrollt von russischen Panzern, halbe Kinder, sinnlos geopfert in den letzten Tagen des Nationalsozialismus.

Da die Nazis formal in den Organisationen ab 1936 ihren Totalitaets-

anspruch durchgesetzt hatten, bestand 1945 nach Kriegsende unaechst ein Vakuum. Erwachsene und Jugend hungerten in zerstoeerten Staedten, die Vaeter und Erzieher waren jahrelang noch Kriegsgefangene. Den knappen Wohnraum, das Wenige, was an Kleidung und Essen vorhanden war, teilte Jung und Alt in Westdeutschland mit 14 Millionen Fluechtlingen, Deutschen, die aus dem Osten Deutschlands und den jetzt kommunistischen Laendern vertrieben worden waren, unter ihnen Millionen Jugendlicher. So war der Aufbau, die Neuorganisierung eine schwere und zeitraubende Aufgabe. Gewiss das Ausland half, aber erst langsam fanden sich neue Jugendverbaende zusammen. Die katholische und protestantische Jugend, die Arbeiterjugend, gefuehrt von alten Sozialdemokraten, waren die ersten, die in der Organisation dort wieder anknuepften, wo sie 1933 zwangsweise hatten aufhoeren muessen.

Die neuen Jugendverbaende standen nicht in Opposition zum demokratischen Staat. Sie wurden im Gegenteil vom Staat und staatlichen Organisationen beguenstigt, vom Ausland mit Wohlwollen angesehen. Hatte man doch allenthalben erkannt, dass der Gedanke einer demokratischen Erneuerung Deutschlands von der Jugend getragen werden muesste.

So haben die Jugendverbaende in der Bundesrepublik mit 6 Millionen Mitgliedern heute eine leichtere Aufgabe als vor 1914. Diese im Bundesjugendring geeinten 6 Millionen junger Menschen schliessen auch die Sportorganisationen, die politischen Jugendgruppen und die Studenten zusammen.

Ich habe die Entstehung der Jugendherbergen erwaehnt, die auch durch die Zerstoeerungen der Kriegszeit litten. Heute bestehen rund 800 neue Jugendherbergen; si sind an landschaftlich schoenen Plaetzen untergebracht und in der Einrichtung manchmal mehr einem Jugendhotel als einer einfachen Herberge aehnlich. So ist auch in der deutschen Presse ausfuehrlich diskutiert worden, ob die Jugendherbergen jugendliche Wanderer, die mit Motorraedern oder Autos kamen, aufnehmen muessten.

Umfangreich und gewichtig sind die Belastungen finanzieller Art, die die Betreuung Jugendlicher ausloest. Die Bundesregierung hat daher ein Bundesministerium fuer Familien- und Jugendfragen geschaffen. Dieses verwaltet die Geldmittel als "Jugendplan". Bitte vergleichen Sie die Zahlen auf der Uebersicht.

Fuer den Jugendplan verfuegt dieses Ministerium durch die Bewilligung des Parlaments fuer 1960 ueber die Summe von 78,5 Mio.DM, rd. 18 Mio. Can. Dollar. Diese Summen sind so gross, dass ihre oerdentliche Verwendung unter parlamentarischer Kontrolle durch die Exekutive ueberwacht werden muss. Finanzielle Selbstverwaltung und Selbstverantwortlichkeit der bundesdeutschen Jugend hat insoweit Vater Staat uebernehmen muessen. 1960 koennen wir deshalb nicht mehr von Jugendbewegung sondern eher von Jugendpflege sprechen. Die Jugendverbaende in dem zerstoeerten Deutschland hatten aus eigener Kraft und mit eigenen Mitteln, dankenswerterweise vom Ausland unterstuetzt, den organisatorischen Aufbau bewaeltigen koennen. Ihr Eigenleben, die Verfolgung mannifaltiger Ziele — vom Sport bis zur Pflege religioeser Aufgaben — wird vom Staat nicht gefuehrt, sondern nur gefoerdert, natuerlich im Sinne einer demokratischen Staatsauffassung. Hunderttausende von Jugendlichen

bestimmen in Westdeutschland frei ueber ihr Vereinsleben, ihre Freizeit, ohne staatliche Fuehrung oder Einflussnahme. Zahlreiche neue Aufgaben aber, die die Jugendorganisationen allein gar nicht bewaeltigen koennen, muessen geloest werden und beduerfen der pflegenden und spendenden Hand des Staates.

Ueber die Grenzen der Bundesrepublik aus der deutschen Ostzone kamen und kommen taeglich viele jugendliche Fluechtlinge. Von allen Fluechtlingen sind 30% Jugendliche im Alter bis zu 25 Jahren. Allein aus der Sowjetzone flohen von 1953 bis 1958 rd. 500.000 junge Menschen. Von der genannten Summe von 78 Mio. DM werden 24 Mio. DM, rd. Mio. Can. Dollar, fuer die verschiedensten Hilfsaktionen, die gerade diesen Jugendlichen zugute kommen, bereitgestellt. Die gefluechteten Jugendlichen erhalten ein Dach ueber dem Kopf, und — soweit notwendig — eine ergaenzende Schul- oder eine neue Berufsausbildung. Die Anpassung an die Lebensform der Bundesrepublik wird ihnen erleichtert.

Die eigenen Kraefte der deutschen Jugend sind trotz des Zusammenbruchs so lebendig geblieben, dass die deutsche Jugend in allen ihren Buenden aus eigener Initiative freiwillig den Kampf um die Bewaeltigung der Vergangenheit aufgenommen hat. Die von der kanadischen Presse gelegentlich erwachten, radikalen, nicht demokratischen Jugendverbaende sind voellig bedeutungslos. 6 Millionen Mitgliedern demokratisch organisierter Jugendorganisationen stehen hoechstens 4.000 rechtsradikale Jugendliche gegenueber. Bei 53 Millionen Bewohnern der Bundesrepublik ist das weniger als 0,1 pro tausend. Folgende Tatsachen sind wichtiger als Zahlen:

Als Ende 1959 vereinzelt Anzeichen eines wiedererwachenden Antisemitismus in Deutschland zu verzeichnen waren, fanden an allen Orten spontan riesige Kundgebungen der Jugendlichen statt, die sich klar zu demokratischen Formen bekannten und gegen den Rassenwahn ankaempften. Die Jugendverbaende halten die beschaemende Erinnerung wach, tausende von Jugendlichen sind in schweigenden Gedaechtnismaerschen an Staetten des Grauens in frueheren Konzentrationslagern zusammengekommen und haben der Opfer dieser Jahre gedacht. Die Verbreitung des "Tagebuch der Anne Frank" als Buch und Film ist in Deutschland in erster Linie diesen jungen Menschen zu verdanken. 2 Millionen Personen haben die dramatisierte Fassung in Theatern gesehen. Sie alle sind Jugendliche, die bei Ausbruch des Krieges 1939 oder als der Nationalsozialismus 1933 die Macht ergriff, noch Kinder waren. Ihnen ist erst jetzt bewusst geworden, welche Untaten von Deutschen — angeblich im deutschen Namen — veruebt worden sind. Dass sie ohne staatliche Beeinflussung aus eigener Initiative, spontan, diese Kundgebungen veranstaltet haben, beweist wohl am besten, dass unter der deutschen Jugend der Nationalsozialismus Vergangenheit geworden ist.

Der gute Kern der deutschen Jugend hat sich ja auch darin bewahrt, dass die Kriminalitaet der Jugendlichen in Deutschland nicht hoeher ist als in anderen Laendern. In Westdeutschland haben auch die 1,6 Mio. Waisen und Halbweisen des Krieges den Weg in die Ordnung gefunden und arbeiten mit am Aufbau.

Im dem anderen Teil Deutschlands, in der sowjetisch-besetzten Zone,

die sich "Deutsche Demokratische Republik" nennt, formen die Macht-haber Kinder und Jugendliche nach dem Modell der Sowjetunion. Vom 6. bis zum 10. Jahre gehoert das Kind zwangsweise den Jungpionieren an. Vom 10. bis 14. Jahre tritt es in die Reihen der Thaelmann-Pioniere, die nach einem deutschen kommunistischen Arbeiterfuehrer genannt sind. Vom 16. Lebensjahr an wird der Jugendliche Pionier; in feierlicher Form spricht er vor den versammelten Schuelern das Geloebnis: "Stets unerschrocken fuer den Sieg des Sozialismus in unserem Lande einzutreten." Schule und hoehere Schule unterrichten in der materialistisch-kommunistischen Gesellschaftslehre. Das Weltbild des Kindes in Ostdeutschland entspricht diesen Lehrmethoden; von Kanada erfahrt der Jugendliche in wenigen Zeilen, dass sich hier eine Schicht von Grossgrundbesitzern und Kapitalisten entwickelt und dass der Einfluss der USA-Monopole immer maechtiger wird. — Fuer Interessenten habe ich das Lehrbuch hier.

Nach Schulbesuch erhaelt das Arbeiter- und Bauernkind die Moeglichkeit, auf Staatskosten die Universitaet zu besuchen. Kinder der gebildeten Schichten werden zum Studium kaum zugelassen. Nach Abschluss des Studiums gibt es praktisch keine freie Berufswahl und keinen Wechsel des Arbeitsplatzes. Der Staat kommandiert in der Ostzone.

Selbstverstaendlich wird dort in den verschiedenen Gruppen auch Musik gepflegt. Aber nur Lieder, in denen der Sozialismus oder der Kommunismus verherrlicht wird, sind erlaubt; amerikanische Musik ist grundsatzlich verboten. Der Besuch der Kirche am Sonntag wird erschwert oder unmoeglich gemacht. Sonntags ist der Ausbildungstag fuer Tausende von jungen Maedchen und Jungen, die lernen sollen, mit dem Gewehr, mit der Waffe den Sozialismus zu verteidigen. Die Kirchenfeindschaft, der Kampf gegen Taufe und besonders gegen die Konfirmation, die kirchliche Eheschliessung ist in Ostdeutschland so manifest wie in allen kommunistischen regierten Laendern.

Der Drang nach der Freiheit ist auch unter diesen Jugendlichen trotz der Bedrueckung stark. Tag fuer Tag kommen aus der sowjetischen Besatzungszone 150 bis 200 Jugendliche. Ihrer Eingliederung gilt, wie oben gesagt, die Sorge der Bundesrepublik. Die Jugendlichen verlassen ihr Elternhaus, um in Freiheit leben zu koennen.

Sie alle und wir Erwachsenen in Westdeutschland und in der sowjetisch besetzten Zone hoffen auf den Tag, an dem sie mit ihren Eltern, mit ihren Bruedern und Schwestern aus dem anderen Teile Deutschlands in Freiheit sich wieder zusammenschliessen koennen, auf den Tag der Wiedervereinigung.

Im Rathaus des freien Teiles von Berlin haengt eine Glocke, ein Geschenk der Nordamerikaner an das freie Berlin. Die Berliner nennen sie Freiheitsglocke. Jeden Mittag dringt ihr Schall herueber in den anderen, den unfreien Teil Berlins, und symbolisch in die freie Welt. Auf ihrem Rand sind die Worte eingegossen, mit denen ich meinen Vortrag abschliessen darf:

"That this world under God may have a new birth of freedom."

TABELLE ZUR GESCHICHTE DER DEUTSCHEN JUGENDBEWEGUNG

geboren: 16 Jahre alt:

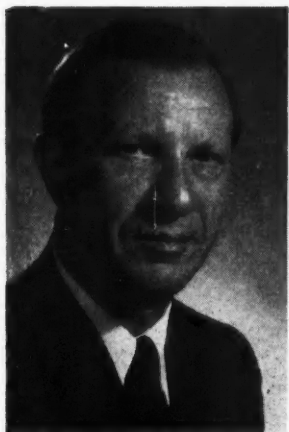
1885	1901	Jugendbewegung Gruendung		
1893	1909	"Wandervogel")	
1897	1913	Zusammenschluss der Jugend 1. Tagung)	
1893	1914	4. VIII. 1. Weltkrieg beginnt	)	Im 1. Weltkrieg:
1899	1915	)	)	Jahrgaenge 1863-1900
1900	1916	)	)	eingezogen;
1901	1917	)	)	deutsche Verluste:
1902	1918	9. XI. 1. Weltkrieg endet	)	Soldaten 1.900.000
1903	1919	Inflation (Nachkrieg))	
1907	1923))	
1908	1924))	
1913	1929	Normale Jahre)	
1914	1930))	
1915	1931	Wirtschaftskrise)	
1916	1932	5.6 Mio Arbeitslose)	
1917	1933	30. I. Hitler Regierungschef)	
1918	1934))	
1919	1935	) Nazi-)	
1920	1936	1. XII. Gesetz ueber Hitlerjugend	)	zeit
1921	1937))	
1922	1938	)	)	Im 2. Weltkrieg:
1923	1939	1.IX. 2. Weltkrieg beginnt	)	Jahrgaenge 1884-1928
1924	1940	)	)	eingezogen;
1925	1941	)	)	deutsche Verluste:
1926	1942	)	)	(Soldaten 3.250.000
1927	1943	)	)	Zivil 3.300.000
1928	1944	25.IX. Gesetz ueber Volkssturm	)	(Verfolgte 300.000
		16-60 jaehrige eingezogen))	
1929	1945	8.V. 2. Weltkrieg endet	)	6.550.000
1929	1946	Inflation (Nachkrieg)		Vertriebene in die
1931	1947	)		Bundesrepublik
1932	1948	20.VI. Waehrungsreform		14 Mio.
1933	1949	geboren		
1934	1950	Nazizeit		
1935	1951)		
1936	1952)		
1937	1953)		
1938	1954)		
1939	1955	geboren		
1940	1956	waehrend		
1941	1957	2. Welt-		
1942	1958	krieges		
1943	1959)		
1944	1960)		
1945	1961)		
1946	1962)		
1947	1963)		
In der Bundesrepublik durch II. Bundesjugendplan (1960)				
beguenstigt: 6 Mio Jugendliche zwischen 16 u. 25 Jahren				
Das Bundesparlament bewil-				
ligt 1960: davon:				78.53 Mio DM (\$ 17,9 Mio)
fuer Jugendliche aus Ost-				
zone				24.3
fuer Wohnheime (Studen-				
ten 6,5)				11.63
fuer Jugendherbergen				8.28
Subventionen an Jugend-				
organisationen				5.48
Politische Bildung				5.5
Ausbildung von Mit-				
arbeitern				6.1
Jugendbildung				7.9
Kindererholung				5.0
Diverse				4.3
(DM 100,- = can \$ 22,78)				

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Inspector Steinhauer

A GRADE 12 COURSE OF STUDIES IN FRENCH

By David Steinhauer

A universal course of studies, designed to minister to the needs of all Ontario schools, regardless of size, location, pupils' background, and teachers' qualifications is as effective as a universal pain-killer, constantly advertised on television. The amazing pill is said to possess mysterious intuitive

qualities. It not only travels directly to the affected area via the shortest route, but it has the additional merit of working twice as quickly as any established competitor's product. Moreover, a specially built-in ingredient combats nausea, thus making the medication not only extraordinarily effective, but very pleasant to take.

A careful examination of many courses of study and an analysis of their contents show that all are based on the premise that significant learning is the result of conscious effort and persistent application. To be sure, considerable progress has been made in the use of graphic methods that help to present the subject under study in more interesting and challenging fashion. But the use of the new methods and teaching-aids does not involve less effort on the part of the learner, but rather greater identification with the problem under study and more spontaneous participation.

The present course of study aims merely at offering some suggestions regarding content and methodology. The matter of adaption, selection, emphasis, and effective combination must be left to the individual teacher. Two basic assumptions are taken for granted: first, that the prime objectives in language study are communication and expression; second, that the merits of Direct Method teaching are firmly established and require no further justification. Unfortunately, many teachers who subscribe to this view in theory find it difficult to employ this method because of inadequate training and insufficient mastery of the spoken language. It is difficult to criticize teachers for these shortcomings because they are themselves products of the Fraser and Squair translation method who have mastered the rudiments of grammar and syntax, and envisage the problem of language instruction as an intellectual discipline. Their training has led them to believe that the objective of language study is the mastery of vocabulary (generally learned as isolated words and idioms), the skilful manipulation of intricate, irregular verb forms, and the commitment to memory of ab-

strict grammatical rules. This type of teaching trains pupils to translate mechanically and laboriously from one language to another, always relating the foreign language expression to its English equivalent instead of direct association of the object or idea with its method of expression in the foreign language.

Until we have devised a satisfactory means of testing the oral aspect of the work, some teachers will be reluctant to abandon the traditional, antiquated approach. Our present language examinations allow pupils to acquit themselves with distinction even though they have achieved little aural and oral mastery and are virtually incapable of expressing the simplest ideas in the foreign language with any degree of fluency.

In a period of transition, compromises must be made, and unfortunately, the classes manned by inflexible teachers who find it difficult to adapt themselves to changing conditions, must suffer. It is important to establish the fact that the Direct Method does not in itself determine the objectives of language study; it merely concerns itself with a methodological approach. Hence there is no validity to the argument that the writing objective must suffer if the Direct Method is used. A more comprehensive approach to language teaching, emphasizing comprehension, expression (communication) as well as writing will not only produce students who are capable of using the spoken foreign language, but who will, in addition, be in a better position to handle the translation aspect of the course with greater ease. Instead, however, of recalling painfully memorized rules, they will depend upon their ear and their linguistic intuition, and check the result by means of the formal grammatical rules that they have learned.

Let us state, therefore, at the outset, in unequivocal terms, that we advocate the use of the Direct Method in language teaching. French should be the medium of instruction wherever and whenever possible. On occasion, the teacher will have to resort to the use of English to explain subtle nuances and very intricate constructions. This will be the case especially where the English or French idiom is highly figurative and an entirely different figure of speech is used in the language to be acquired. However, if care is taken from the first year on to teach grammar inductively and in context by the use of many well-chosen illustrative examples, the use of English can be kept to a minimum. This imposes an arduous task on the Modern Language teacher, more so perhaps than in the teaching of any other subject on the curriculum, for not only must he achieve mastery of the theoretical subject-matter, but he must constantly work at maintaining his fluency, developing his ear, and keeping abreast of the ever-changing vocabulary and idiom.

Furthermore, the present experimentation being carried on with language laboratory techniques and advanced visual and electronic media promises to revolutionize our approach to language instruction and demands a completely new orientation. Within five to ten years our present "modern" approach will be as antiquated as the traditional "translation method".

Division of time

The aural-oral emphasis in language teaching demands a minimum of six classroom periods per week; if the time-table is sufficiently flexible to

permit a seventh period, excellent use could be made of it. Of this time, three periods per week should be devoted to reading, comprehension questioning, and developed oral discussion of the content of the reading matter. Two periods per week should be allocated to grammatical exposition and drill, and the sixth period should consist of carefully planned review, dictation and pronunciation. Under ideal conditions at the Grade 12 level pronunciation should not be taught as a special topic but should permeate all teaching as the situation arises. The use of phonetics, richly supplemented by copious examples of words containing the troublesome combination of letters, can be most effective. The following time schedule is purely arbitrary and will require modification in accordance with text selected, length of term, and the ability of the class.

Division of work for the year

	Term I	Term II	Term III
Grammar			
Cours moyen de français (Pt. I) or	Review Lesson 13 New Work Lessons 14-19	Lessons 20-23	Lessons 24-26
Parlons Français (Pt. II)	Lessons 26-35	Lessons 36-45	Lessons 46-50
Authors			
Book of your choice	40 pages	40 pages	15-20 pages
Verbs			
From Mimeographed Verb List	Verbs 1-35	36-65	66-80
Memory Work (chosen preferably from Authors text)	30 lines	30 lines	15 lines
Supplementary Reading	75 pages	75 pages	(25 pages - if time allows)
Dictation			

Dictation

At least once weekly, gradually increasing in difficulty. The passages could be based on reading selections involving grammatical principles and the vocabulary and idiom of the current lesson.

General Comments

Treatment of verbs as outlined in the Grade 11 Course of Studies is applicable here and continuance of the same procedure is recommended.

Attention is called once again to the emphasis placed on inductive teaching of grammar from carefully selected French examples as outlined in the courses of study of preceding years. (See page 2 "Methodology" of Grade 11 Course of Study.) Learning of paradigms out of context should be reduced to an absolute minimum. One cannot escape it entirely, but isolated forms should be incorporated into sentences at the earliest opportunity. This makes learning meaningful and is conducive to better retention.

Because pupils will constantly encounter various uses of the sub-

junctive in their reading, teachers would be well advised to introduce some of the more common uses long before they are taken up formally in the text. This should be followed up by short periodic drills. A gradual approach to the subjunctive is much more effective and less confusing than a concentrated one.

Pupils should be trained to read for comprehension rather than for translation. Carefully-worded comprehension questioning can do a good deal to foster the development of this skill and afford opportunities for developing fluency at the same time.

Vocabulary and idioms are the basic tools of language; they deserve more carefully-planned treatment than they frequently receive. The pronunciation of a list of words by the teacher followed by the repetition of the same word by the pupil is just as effective as attempting to saw through nails with a wood saw. A skilled craftsman will take great pains to remove the stubborn obstacles in order that the cutting edge be not impaired.

Memory work provides the opportunity not only of committing to memory some of the masterpieces of the foreign language but it can in addition be a valuable means of teaching pronunciation and reading with intonation. Furthermore, it helps to develop pupils' assurance in their ability to use the spoken language.

With the ever-growing emphasis in language study on comprehension and communication (expression) extensive and supplementary reading are becoming more and more important. In the early years (Grades 9-10) this should be done in the classroom under teacher supervision; in Grades 11-13 pupils should be trained to read on their own. Simple, factual, short-answer or objective type (multiple-choice) tests can be devised to ascertain whether pupils are developing the ability to read intelligently. Exercises in free composition and sight-reading can be combined as important by-products. A minimum of 125 pages should be demanded for the year but able pupils should be encouraged to read considerably more. The success of this reading programme will depend upon the suitability of content from the point of view of interest as well as linguistic difficulty. By dividing the load so that 50 pages are read by the end of November, 50 pages during January and February, and 25 pages by the end of April, this aspect of the work can be covered in painless fashion. The reading material should be easier than the text prescribed for intensive study and on an age level that is likely to elicit interest and enjoyment.

The main ingredients of a successful language programme are the development on the part of the teacher of a consistent philosophy, meticulous, long-range planning, authoritative knowledge of subject-matter, mastery of sound, up-to-date, pedagogic techniques, and a familiarity with significant experimentation and research. Add to this a touch of vitality and a generous sprinkling of originality and flexibility and allow to simmer at a good learning temperature. The result is guaranteed to satisfy the palate of the most fastidious gourmet.

D. STEINHAUER,

TORONTO, September 1, 1960.

Secondary School Inspector

Editor's Note: The Winter Number of the "Review" will contain an unofficial "Suggested List of Some Common High-Frequency German Idioms and Expressions" prepared by Mr. Steinhauer as a service to teachers of German.

TOLERANCES

With the kind permission of the Deputy Minister of Education for Ontario, we are publishing this carefully prepared list of "tolérances" which is being sent by the Department to all schools and examiners-in-chief.

At the 1959 session of the O.E.A. the O.M.L.T.A. passed a resolution asking that the Department draw up a list of "tolérances" as a guide for teachers of French and examiners-in-chief. This action was motivated by the belief that the Department is setting more rigid standards regarding the purity of language than those imposed on their own pupils by the schools in France. Since it is the nature of a living language to evolve, it is essential that an inventory be taken from time to time, and antiquated expressions that have fallen into disuse be dropped, in order to make way for current idioms and constructions.

When the universities were approached on the subject, some of the professors expressed grave doubts about the wisdom of allowing any concessions that violated accepted rules of French grammar, even though these liberties are tolerated in colloquial, or as some phrased it, "careless" speech. Some university authorities maintained that in the early stages of acquiring a language, it is unwise to confuse pupils by accepting deviations from established rules and accepted style. Such a course can only result in an undesirable lowering of standards.

The Department recognizes the fact that language is not static and that periodic revisions must be made in conformity with accepted common usage, but it will not authorize any changes that will lower standards or that are prejudicial to good taste.

A committee of experienced teachers of recognized merit was given the assignment to make recommendations regarding the content of a list of "tolérances". Many sources were consulted and constant reference was made to Grévisse, "Le Bon Usage" and to the "Arrêté ministériel de 1901" listed in the appendix of the above-mentioned reference text.

After prolonged discussion and mature consideration the committee submitted a list of twenty-one concessions. It is important to note that although every item on the list can be justified either because of its inclusion in the Arrêté of 1901 or by its mention in Grévisse, it was not the intention of the Department to sanction the entire list; nor did the committee consider it desirable that all the submitted items be approved.

Copies of the provisional list were sent to all universities and comments and criticisms were invited. The immediate response received is an eloquent testimonial to the concern of the universities regarding the maintenance of standards. In view of the lack of agreement amongst the members of the various faculties, the comments were studied, the arguments pro and con were compared and tabulated. Finally, at a subsequent meeting of the committee it was decided to remove from the original list any construction which did not receive unanimous approval. The list was finally reduced to contain the following seven items, which were acceptable to all universities.

List of Tolérances

1. After a comparison in the negative **aussi** may be used as well as **si**, e.g., **pas aussi grand que**, for **pas si grand que**. But if the comparison is incomplete, **si** only may be used, e.g., **pas si vite**.
2. The omission of the redundant **ne** in the following cases:
 - (a) In adverbial clauses introduced by **avant que**, **ne** may or may not be used. In current French it is more frequently omitted.
 - (b) In noun clauses depending on the verbs **empêcher** and **éviter**, the **ne** may or may not be used. The modern trend is to omit it.
3. The use of the present subjunctive (or the perfect):
 - (a) **In informal French** the imperfect and pluperfect subjunctive may always be replaced by the present and perfect subjunctives, respectively.
e.g. I was pleased that they had done it.
J'étais content qu'ils l'aient fait.
for J'étais content qu'ils l'eussent fait.
 - (b) **In literary French**, after the past definite, the same rule applies, except in the case of the third person singular.
e.g. Il nia que cela l'intéressât. Il nia que la lettre fût arrivée.
4. When the main verb governing the subjunctive is in the conditional, in the subordinate clause, the present or perfect subjunctives may replace the imperfect or pluperfect subjunctives.
e.g. Vraiment, après ce que vous me dites, je douterais qu'il ait été bon (for qu'il eût été bon). Je douterais qu'il soit bon (for qu'il fût bon).
5. When an adjective precedes the noun in the singular, **de** alone or the full partitive article may be used. But if the adjective is plural, or begins with a vowel, **de** alone must be used.
e.g. "**de** bon pain" or "**du** bon pain"; but "**de** bons amis".
6. **Par train** and **par avion** — to be used for letters or packages.
En avion, par l'avion, en chemin de fer, par le train — to be used for people.
7. **Avoir l'air** — the adjective may agree either with the subject or with the noun **air**.
e.g. Elle a l'air doux. or Elle a l'air douce.

A list of these "tolérances" is being sent to all schools and to examiners-in-chief. Henceforth pupils will not be penalized for their use on examinations.

LA CIVILIZACIÓN ESPAÑOLA

PANORAMA HISTÓRICO

Diego Marín, *University of Toronto*

This brief history of Spanish civilization has been prepared as a new kind of reader for college students at the intermediate level. Professor Marín selects the most significant aspects of Spanish political and cultural history and, in essays on the main epochs, gives a broad discussion of their essential characteristics and their contribution to Western civilization.

The text is divided into two parts, of five chapters each, with an Introduction outlining the main geographical features of the Iberian Peninsula and their effect on the historical development of its peoples. Part one ("España, cruce de culturas") starts with a brief account of the earliest cultures found in the Peninsula and ends with a chapter on Medieval Spain, analyzing the significance of the **Reconquista** and the progress of the various Christian kingdoms, with emphasis on such outstanding institutions as the **municipios** and the **cortes** as well as on the main cultural and artistic achievements. Part Two ("España como nación") covers the era of the **Reyes Católicos** to present-day Spain, with one chapter devoted entirely to the major cultural topics of the Golden Age, from religious and political thought to art and literature. The last chapter is likewise concerned with the main trends of Spanish thought and the arts during the 19th and 20th centuries. The guiding principle in these cultural chapters has been to provide a suitable background for the study of Spanish literature.

La civilización española is written in a style simple enough to enable students in either the second or third semester to read it with ease and concentrate on the ideas without having to struggle with too many linguistic difficulties. The text is beautifully illustrated, each chapter has a **Cuestionario**, and there is a chronological Appendix as well as a complete end vocabulary.

To be published January 1.

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FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS

Lester Beberfall, Pan American College, Edinburg, Texas

The student of a foreign language is confronted at the outset with a formidable array of difficulties and pitfalls. French, one finds, is often avoided because the sounds of the language are reputedly difficult to make. Turning to Spanish as a lesser evil, the student finds that few sounds come naturally, the rolled *r*, the double *l* and the strange *j*, to name a few. Every language seems to be replete with stumbling blocks. The German *ch* will take more than a day to master as will the Italian *z* (*tseta*) and the Russian *sh-ch* combination.

Pronunciation, however difficult as it may turn out to be, is only the first mile in a long journey. What follows will require more than determination and application. Inflectional systems and idiomatic peculiarities are the real core of any language. While these elements have their counterparts in other languages, they are, in their totality, peculiar to each language. For example, whereas English makes only sparing use of the concept of "having", the equivalent *tener* in Spanish cuts a wide path through the language. Furthermore, even *tener* does not have a complete monopoly. Here and there it has to yield to *haber*. On the other hand, *avoir* and *avere* of French and Italian embody, syntactically, a combination of *tener* and *haber*.

One conclusion commands attention. While language study can quite conceivably result in a most pleasant and fruitful experience, it is, from the viewpoint of the beginner, an excursion into a vast unknown. The penetration of that unknown is no mean task. It can hardly be negotiated with any single body of procedures. An eclectic approach to the problem seems to be in order.

The oral-aural approach to language has been used, principally in the elementary schools, with varying degrees of success. It has not been limited, however, to the lower levels. Some colleges are using it as a means of easing their students into a definitive study of the subject. Exponents of this method seem to be of the opinion that formal grammar should be postponed until such time as the child's or student's mind is capable of coping with the admittedly difficult concepts of analysis and correlation.

The pre-grammar period may be likened to a period of apprenticeship. Carrying the parallel slightly forward, one cannot help but reason as follows: just as the apprentice shoemaker can hardly expect to pass into the master's rank if he is unable to make fine distinctions in stitching, the language student is equally disqualified if he lacks the confidence to shape his words correctly and to use them with discrimination.

Under the conditions of any apprenticeship, a natural question arises. Is the learning period proper or is it unnecessarily long? Is it not conceivable that a child could go along in Spanish, for example, for a considerable period without realizing that the initial sounds of *jardin* and *gente*, while being the same, are represented by different symbols? The argument that a young child is not capable of making fine distinctions early in his career may not hold up. Nor may the argument that attention to such things will consume an inordinate amount of time be a valid one.

The field of music offers an analogous situation. A seven year old child is placed in the care of a piano teacher and learns very early in his career the

significance of a key signature. One sharp, for example, means, unless otherwise indicated, that *f* must always be played sharp. Apparently, it has never occurred to the qualified teacher to delay this type of analysis and correlation. On the contrary, the average music teacher is very likely to go, before long, even beyond this initial excursion into theory, indicating, for example, that a flat sign placed before a *g* is expected to elicit the identical pitch of *f* sharp.

Traditionally, sound-symbol relationships have been incorporated into procedures carrying the general label, *grammar*. If the grammatical approach to language has, in individual cases, failed to produce the desired result, the fault is not necessarily in the labeling of materials but may well be in the way those materials were presented. Even those who frown openly on the teaching of grammar will be found to be guilty of the same offense. If, for example, *books* is shown to be the plural of *book*, grammar has been taught. However, in order to distinguish *books* from *book* one has no choice but to write the two words side by side or in a vertical arrangement and note the morphological difference. A grammatical analysis is thus initiated. If only *runs* will be accepted as the correct construction to accompany a noun subject, an attempt has been made to teach the third person singular present indicative of the verb *run*. It makes little difference that the teacher scrupulously conceals or holds back this information. He has merely presented grammar without calling it such and can only hope that the student has incorporated the material into his consciousness.

The question of exactly when to begin the teaching of symbols along with sounds is of little importance. Not many trials and errors will be necessary before making such a decision. Hence, it was the intention of the writer to face a group of very young children, not necessarily the youngest available, and to attempt to convince them that other languages are not necessarily replete with incomprehensible ideas.

Desiring to raise the level of teaching in its public schools, the State of Texas created, in the fall of 1958, eleven commissions, each one committed to deal forthrightly with a specific field of subject matter. The task of the Commission on Foreign Languages has not been any less formidable than that of any of the others. The scope of this commitment can be gauged by the fact that in the Lower Rio Grande Valley, that is, in that well populated area which lies along one hundred miles of the Rio Grande and in which Spanish-speaking people predominate, even the Spanish language is not offered in all high schools. French is totally absent, Latin has only recently been introduced at McAllen High School, and nobody has thus far seen fit to consider German, even for the distant future.

As a member of the Commission and as Chairman of the sub-commission concerned with the competence of teachers, I felt that actual contact with elementary school children would give direction to an otherwise completely theoretical pursuit. An arrangement was made, therefore, whereby I would be given an opportunity to face a fifth grade class of the Sam Houston Elementary School in Edinburg.

It can now be disclosed that success in this experiment was something nobody could have guaranteed. The pedagogues tell us that children respond when they are motivated. Precisely, but motivation is an intangible of the flimsiest variety and can usually be accounted for only in terms of the result.

On the bright side, the opportunity was a most fortunate one. Success in a

venture of this kind could constitute a frontal attack on the one element which plagues so many students of foreign languages. Fear of imaginary difficulties, which often defeats students before they begin, could be shown to be unjustified. 2)

It was not intended to give a first lesson in any particular language, but rather to bring the children into close contact with several languages, having them note both similarities to and differences from English, and then to indicate that the differences were usually consistent in the way they differed.

Feeling that a more effective beginning could be made with vocabulary than with phonology, I held up a book and provided the information that in some countries this object was described with a word very similar to our own. *Buch*, for example, in Germany and Austria. The similarity of structure of *book* and *Buch* is explained, of course, by the fact that English and German are related languages. Pairs of words like *bread* and *Brot*, *milk* and *Milch*, *fish* and *Fisch*, and *drink* and *trinken* were offered as further evidence of the relationship.

"However, if you wanted a book in Reynosa (Mexico, only twenty miles away) what would you ask for?"

It was not difficult to elicit the word *libro* in a Spanish-speaking area. It was then convenient to go to the map and indicate where else *libro* would mean *book*, that is, not only in the vast Spanish-speaking world, but also in Italy. The same word, but pronounced *libru*, is standard in Portugal and Brazil, while in France a slight twist gives *livre*.

The class was asked to note the similarity between *library* and *libro* and were reminded that *library* could not be used to indicate one book. Hence, *library* is more like a cousin than a brother to *libro*. Perhaps at the risk of overinvolvement, it was indicated that the relationship between *library* and *libro* could better be explained in a history class; that it would be necessary to talk about the time when the French invaded England and brought many new words into the English language. "That happened a long time ago."

Having touched briefly on morphology, we proceeded to phonology. The words CAT, CAPA and COTE, spread out on the blackboard in capital letters, were intended to suggest that English, Spanish and French have, to a large extent, a common *c*. An *H* inserted after the *c* of *cat* and *capa* modifies the *c* in both words in exactly the same way. The ability to pronounce accurately the *ch* of *chat* and *chapa* was expected to carry over not only to that of *church*, *child*, *chicken* and *much* but also to *chula*, *chamaco*, *mucho* and *muchacho*. And so it did.

With CHA on the blackboard, a child of English-speaking parents was asked to pronounce this syllable three times. She fell in immediately with what was expected of her, rendering the CHA CHA CHA with gusto and placing the stress on the last syllable. The performance was greeted with a wave of sympathetic laughter. Whereas most or all of the children knew that these syllables described a popular type of Mexican dance, they had probably never seen them written out. Apparently, this little demonstration had the effect of discovering an old friend.

The *ch*, consistently pronounced in Spanish in the same way, was presented not as *c* and *h* but as something in itself, to be identified by its shape and to be pronounced accordingly. Thus, *chico* and *concha* embody not two kinds of *c* but two different sounds.

The French *ch* was next on the agenda. COTE, which was still on the blackboard, was changed to CHUTE. Forty hands went up, their owners all apparently sure they could pronounce the word correctly. However, this was, in the opinion of the writer, exactly the place to check youthful enthusiasm.

"It is not right to expect people of all countries to do things in exactly the same way. Here we have a good example. When Frenchmen see *ch*, they don't think of our *ch*, but of *sh*, as, for example, in *she* and *show*. They do it all the time. Therefore, pronounce the French *ch* as *sh* and you are speaking correct French. Now try c-h-u-t-e."

The response, happy to relate, conveyed an accurate French *ch*.

Reminded that their school building was equipped with a chute, the children were asked to explain why we pronounce the *ch* of an English word as *sh*. The explanation, readily furnished by many, was the most logical in the world, namely, that *chute*, being a word of French origin, kept its original pronunciation.

It is not particularly comforting to students at any level to be told that the *ch* of *chute* is not consistent with the "regular" way of pronouncing it and "simply has to be learned." On the other hand, the validity of a basic explanation will generally be recognized.

"What do you think *chute* means in French?"

There were suggestions that the word meant a slide, a tube, something hollowed out, etc.

"I like your answers. But *chute* really means a 'fall'. If you begin on the second floor and end up on the ground, you are really falling. Now, let us say, you want to fall out of an airplane without hurting yourself. What do you use?"

The fact that these ten year old children could readily supply the word parachute was not as significant as the fact that they were fully confident they could spell it correctly. Then, with *chute* as a guide, it was a matter of simple, direct correlation to account for the spelling of *machine* and the currently popular *chemise*.

Having discovered the French *ch* to be different from the Spanish, the class, with a few exceptions, now had a feeling, that the Italian *ch* might be still different. At any rate, very few volunteered to pronounce MACCHINA.

"When an Italian sees *ch*, he thinks of our K, as in *kid* and *king*. Therefore, *macchina* would be pronounced *ma'keena*.

Once it is related to other languages, English is not the chaotic language people feel it to be. The Italian *ch* has its counterpart in *Christ*, *Christmas*, *chorus*, *chronological*, etc. Even a fifth grade class, receiving the most elementary introduction to the concept of foreign languages, could be told about primary and secondary influences. For example, the pronunciation of the *ch* of *machine* is accounted for by the direct passage of the word from French to English. On the other hand, while Italian and English are not directly related, they draw material from similar languages. In this case, Greek supplies both languages with a way of pronouncing *ch*.

It is one thing to learn and it is another to retain. Having proceeded in good order from the English *ch* to the Spanish, to the French and finally to the Italian, it did not necessarily follow that the students were still able to distinguish one *ch* from another... The name CHARLES was written on the blackboard. Everyone recognized it as a very common boy's name. In fact, there was a Charles in our midst. Informed that Charles was of French origin and

that thousands of Frenchmen had that name, including Charles de Gaulle, the present premier, the class was asked to give Charles a French pronunciation. Though not all the letters received the kindest treatment, the *ch* sounded genuinely French.

The demonstrator could not, at this point, resist the temptation to impart a little more information about the French language. "If you studied French, you would be told that an *s* at the end of a word is usually not pronounced. Now try this word, ending with the *l*". Although no further instruction was given on this particular point, there was no doubt in my mind that on the basis of what the class had done with *Charles*, they could have pronounced with satisfying accuracy any number of constructions of, let us say, the second person singular present indicative, such as, *chantes, parles, donnes, lèves*, etc.

The female counterpart of Charles came in for a little consideration. Charles, having been in the English language for a considerable length of time, reflects the Old French way of pronouncing *ch*, whereas Charlotte, a later development, is, with respect to the pronunciation of *ch*, of a piece with *chute* and *machine*. A little philology, perhaps? Why not? An explanation, rendered in terms of origins and discreetly administered, usually finds an appreciative audience.

The foregoing consumed almost a full hour. A bell rang. The principal hastened to assure me that I could have more time, if I wanted it. To the question, "Would you like to follow the letter *j* through four or five languages?" The children responded with an indisputable affirmative.

It will not be necessary to burden the reader with the details of this part of the experiment. Suffice it to say that, with respect to the letter *j*, the demonstrator's fondest hopes were realized, that *bonjour* and *José*, for example, were rendered with the flavor and accuracy one would be satisfied to get in a college class. This is not meant to imply or prove that ten year old children can equal college students in the learning of foreign languages. However, within the limitations of their experience, they are capable of matching students many years their senior.

Two conclusions merit consideration. One concerns teachers throughout the United States; the other will be of special interest to those teachers whose classes are made up largely of Spanish-speaking students.

Below the college level, and particularly in elementary school, the teacher's main problem is conceded to be that of maintaining interest long enough to develop an idea to a conclusion. Frequently, a teacher deliberately foregoes an explanation and cites a "rule", well aware that one is an unsatisfactory substitute for the other. Justification for presenting the shell, in place of the core, is based on the fact, we are told, that children have "a short interest span." Finally, evasions of this kind are common even in those schools which are not afflicted with pernicious disciplinary problems.

It was almost a full hour before the first bell rang. This alone constitutes more than the usual period of activity. Furthermore, far from diminishing, interest was mounting noticeably. In fact, when the children accepted the invitation to investigate the letter *j*, half of them automatically agreed to sacrifice, as the demonstrator was given to understand several weeks later, an outdoor play period and the rest to delay their lunch period thirty minutes.

Spanish-speaking adults, as well as children, corrupt, to a large degree, English sounds which are foreign to them. Thus, *sh*, lacking in Spanish, usually becomes *ch*, common to Spanish: *shin, chin; shine, chine*. Constant correction by well-meaning, as well as impatient, teachers tends to induce, not a respect for accuracy, but a fear of erring. In time, correction overflows into hyper-correction, with the result that *chin*, a word which no Spanish-speaking person should normally corrupt, at least with respect to the *ch*, is hypercorrected to *shin*. *Church* becomes *shursh*; *spinach, spinash; charge, sharge*, etc. Hyper-correction of this kind is so common in the Rio Grande Valley of Texas it can be heard almost at will and is committed even by college students. 3)

In the experiment with fifth grade children, not a single case of hyper-correction was evident. At the very outset, the Spanish language was accorded the same status as English. As a rule, this is not done in the Rio Grande Valley schools. Spanish-speaking children are discouraged from and even forbidden to speak their language in school. Even those teachers who know Spanish are "requested" not to use it. As a result, the feeling develops among Spanish-speakers that their language, inferior to English, is a handicap to them. In the experiment, however, the bilingual children were given the opposite impression, namely, that a knowledge of Spanish was a distinct advantage.

Just as a Linda Cook could go correctly and gracefully from *cat* to *chat* and from *capa* to *chapa*, so could a Maria Sanchez, each one mindful of the fact that the *ch* of *chapa* was just about the same as that of *chat*.

With the feeling that she had always been able to pronounce an English *ch* correctly, Maria had little to fear in future encounters with this combination of letters. Odd, but true, circumstances were such that the ten year old Maria could now approach the English *ch* with more confidence than many Spanish-speaking students twice her age. Furthermore, when the French *ch* came under consideration, Maria was prepared, along with the rest, for something different. The necessity for making a fine distinction between the Spanish-English *ch* and the French was now the order of the day for everybody.

Apparently, there is no magic formula for motivating interest. When students are relieved of the tedious and generally unproductive procedure of sheer memorization and are invited to participate in analysis, they respond, not necessarily as gifted individuals, but more characteristically as normal human beings. To fill a student with information is to ignore his rich, if chaotically arranged, storehouse of experience. On the other hand, to help him re-arrange his material is to imbue him with the necessary confidence to cope with the admitted complexities of the learning process.

1) In attendance were Dr. Ohland Morton, who is not only Chairman of the State Commission on Foreign Languages, but is also Superintendent of the Edinburg schools, Mr. James Urby, principal of the Sam Houston school, Mrs. Jesse Morgan, consultant for the Edinburg Schools and Mrs. Bonnie Jones, the fifth grade teacher.

2) Not infrequently, college students have shied away from registering in, let us say, a Latin course because "I don't think I can pass a course like that."

3) See Lester Beberfall, "Some Linguistic Problems of the Spanish-speaking people of Texas", *Modern Language Journal*, XLII, (February, 1958), 87-90.

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COMMENTS ON 1960 UPPER SCHOOL FRENCH PAPERS

FRENCH AUTHORS

A. Marks for Questions

Section I	Dictation	15 marks.
Section II	Completion	18 marks.
Section III	Questions based on Text	62 marks.
Section IV	Synonyms or antonyms	10 marks.
Section V	Essay	30 marks.
Section VI	First Sight Passage	33 marks.
Section VII	Second Sight Passage	32 marks.

B. In Comprehension Questions, one full mark was deducted for:

- (1) Incorrect information or omissions.
- (2) Incomplete sentences (1 per section).
- (3) Irrelevant material.
- (4) English words or obvious fabrications, e.g. "hander" - "to hand over".

Note: We did **not** underline this year for any errors in diction i.e. "car" for "pour", etc.

C. In Comprehension Questions, all other types of errors received the X penalty i.e. grammar, spelling, verb tenses, mood, etc.

D. General Comments

This year there was much evidence that many students were not adequately prepared in the mechanics of writing an Upper School examination. It is to the students' advantage to follow all the directions on the paper:

1. Double spacing on the Authors paper is an absolute necessity and students should be advised of this early in the year. From certain schools all the papers received gave evidence that this point is not emphasized throughout the year.
2. The students must indicate clearly in the margin the Section and the Question number. Many papers had no numbering of any kind.
3. Rough work is to be placed on the blank pages of the book. Some students chose to use a special book for this work, without even indicating that it was rough work. If all rough work is done on the blank pages, the situation will not arise in which there are two answers for a question on the ruled page and the examiner must take the first because there is no indication as to which is the desired one.
4. Whenever specific instructions are given within a question, on the number of details required or the number of words necessary, the student should be very careful to follow these instructions. Penalties were imposed whenever the extra material was faulty. Teachers should advise their students to limit the words in their answer since everything written has to be marked.
5. Candidates should be urged to answer Sections and Questions in order, regardless of the procedure for other examinations.
6. They should insert the number and leave a space in the case of omitted questions.
7. Good writing undoubtedly gives the pupil a better chance; the examiner cannot be expected to see the correct answer every time the writing is obscured.

Please Note: Since the French Authors paper is marked in sections it is particularly important that teachers warn their students to observe the above directions concerning the order of the Questions and the **correct** numbering by Section and Question. The reasons for this are obvious. Students should also be advised to start a new Section at the top of a new page in the examination book.

Comments by Sections

Section I (Dictation)

1. Thirty groups: e.g. (1) Le malheureux soldat; (2) gardait une haine; (3) épouvantable; (4) pour les canons; (5) et les fusils.
2. Each correct group received one mark.
3. Punctuation was disregarded this year, except when written: e.g. "deux points", in which case one mark was deducted.
4. "Parfois" was frequently written as two words.
5. Have students check agreements, e.g. subject and verb ("si les paysans le saisissaient"). "Des faiblesses" appeared often without the "s".
6. It is a waste of the student's time to attempt to recopy the Dictation.
7. Many reread papers would have passed if the Dictation had received about **ten** out of **fifteen** marks. It was obvious that many candidates had insufficient training in dictation.
8. Suggestion — The translation exercises at the back of the book could be translated occasionally by the teacher and given as dictation.

Section II (Completion)

1. Two marks each.
2. Some candidates copied the complete sentence. A list, in order, should be written.

Section III (General Questions)

This section was well done in general, and showed a marked improvement over the corresponding section of the 1959 paper, a tribute not only to the more precise nature of the question-paper, but also to the training our students are receiving in attention to form, neatness, spacing, concentration on the specific requirements of the questions, accuracy, and brevity. The following points might bear repetition, however.

1. Require students to answer the questions in the exact order of the question-paper; to leave numbered spaces for omissions; to refrain from writing (a) and (b) parts in different parts of the book. Under the system of sectional marking now in force, unnecessary confusion and delay are caused by students' writing answers haphazardly throughout three examination books. We have observed in connection with this bad practice that the student may lose track of the train of thought running through (a) and (b) parts; that he omits questions; that he repeats answers given in a previous examination book; that he gives alternate answers contradicting correct ones.
2. Errors increase as the answer lengthens needlessly. There are still cases of regular repetition of the question in the answer. On the other hand, an answer can be too elliptical. The onus still remains on the student to make his point clear (see 10(b) below).
3. Parallel structure is a useful device for enumerating details. We encountered it frequently this year, particularly in Questions 3, 5, 6, 7 and 9.

4. Some students still tend to base their answers on their own experience or idea of what seems logical, rather than on the evidence in the text: "Qu'est-ce qui rend Mercadier heureux à l'estaminet?" (Good meals, good service, nice waitresses). What indicated Madame Loisel's success? (The other women admired, or envied, her dress; the minister wanted to dance with her).
5. The following words were frequently misused:
 - Q. 5. "Ministère" for "ministre";
 - Q. 1. "rester" for "se reposer";
 - Q. 9. "faute" for "défaut";
 - Q. 4. "tiré" for "fusillé".

Question 1 seemed to be generally well answered, and students who had been trained to focus their attention on the specific requirements implied in such key words as "jolie", introduced the correct idea, of "la plus brillante des étoiles". Many students answered in terms of an "étoile filante qui se reposait sur son épaule," an answer that could scarcely be considered logical, and hence received only part marks.

Question 2. Many students did not perceive that "Quelles sont les conditions sous lesquelles" required more than a mere definition.

Question 3. Where difficulty presented itself, it centred around the interpretation of words, e.g. "rend".

Question 7. Many students copied "imaginées" into their answers, with no regard at all for the agreement.

Question 8. There was a tendency in answering (a) "Que veut dire l'expression **faire banqueroute à la potence**?" to give the answer "Il s'est suicidé" required for (b), rather than a general answer like "Cela veut dire échapper au gibet."

Question 9. This question: "Pour quelles **deux** raisons les acheteurs d'animaux hésitent-ils si longtemps au marché de Goderville?" illustrates the close knowledge of the text that can be demanded by the French Authors examination. Some students incorrectly interpreted **hésitent** in the sense of **restent**, and so were thrown off the track. Answers like "Ils voulaient parler" or "Ils ont peu d'argent" were far removed from an exact answer like "Ils cherchent à découvrir la ruse de l'homme et le défaut de la bête", and received little or no credit.

Question 10. Part (a) was generally well done. In part (b), the best answers contained the idea, clearly expressed, of Père Merlier's having correctly judged Dominique's character. Elliptical answers, which repeated only the idea of **travailler** contained in the question, were common: "Le père Merlier regardait travailler dur Dominique." But the student who made the link between "rire silencieux" and "travailler" received almost full marks: Le père Merlier **était content** du travail de Dominique."

Section IV (Synonyms and Antonyms)

It seems reasonable to expect a Grade 13 pupil to know what a synonym and what an antonym is, and to follow simple instructions. Obviously, teachers should not leave these two matters until the pupil's final year. There was some evidence that this has been the case.

Section V (Essay)

The topic for the composition was excellent. Many students distinguished

themselves with fine literary efforts.

However, some students misinterpreted, intentionally or otherwise, what they were to do. The word "suite" and the suggested headings which were closely related to the original story, served as excuses.

With these points in mind the committee marked the composition as follows:

1. **Retelling of the Story:** Six facts were required at 3 marks each. ($6 \times 3 = 18$).
2. **Continuation of the Story:** Six ideas were required at 4 marks each. ($6 \times 4 = 24$).
3. **Style** (coherence, vocabulary, idiom, etc.) was assessed 0-6 marks.
4. Two sample marked compositions are included in these comments.
5. Have students plan their composition in French on the unruled page, but advise them that it is a waste of time to write the whole composition out on the unruled side and then recopy it on the ruled side.

Students should **not** write the composition in English and then translate it into French. The result is, as a rule, pathetic.

6. The recommendation has been made that on future examinations the topic of the composition should be taken from within the framework of the story.

Sample Essay #1

Quand Mathilde a retourné de la balle, ella a découvert qu'elle avait perdu sa parure. (3) Son mari va refaire le trajet de nouveau qu'ils étaient allés à pied mais n'a trouvé rien. (3) Au bijoutier ils ont découvert que une parure le même que Mme. Frostier coûterait trent-six cent francs. (3) Ils ont écrit à Mme Frostier et lui a dit que le fermeture était brisé et qu'ils retournerait la parure plus tard. (3) Pour payer cette parure M. Loisel a dix-huit cent francs qui lui était quitté par un ami et il a emprunté le reste. (3) Ils ont renoyé la bonne et ont changé leur logement et tous deux a commencé à travailler très dur pour obtenir l'argent nécessaire pour payer la parure. (3) Mme Loisel a l'air d'être cinq ans plus vieille et elle était dure, forte et rude. M. Loisel a travaillé à nuit pour essayer de faire assez d'argent payer la rivière de diamants.

Maximum mark: 30

Deductions: 6 marks for retelling the story

4 marks for style deficiencies

2 marks for misinformation (underlinings)

Mark = $30 - 12 = 18$.

Sample Essay #2

Les deux femmes allèrent chez Mme Forestier où l'on découvrit, dans un coffret, la rivière qui y était restée pendant dix ans. (4)

Ma pauvre Mathilde, dit-elle, avec émotion, peut-on racheter ces dix ans avec tous les diamants vaillants? (4)

Chez le bijoutier on racheta la rivière à prix de cinquante mille francs, tant les prix avaient grandi pendant les dix ans. (4)

Encore une fois les Loisel changèrent de logement, mais cette fois ils louèrent un meilleur appartement qu'auparavant. (4) Mathilda rengagea une bonne, pas une Bretonne, mais une Parisienne qui savait plaire aux hôtes. (4)

Bien que les Loisel ne fussent plus pauvre, ils se souvenaient souvent de la vie terrible causée par la fierté. (4)

Section VI (Sight)

Candidates often included extraneous material in answers of this section. Perhaps one or two more opportunities than are afforded by term exams could be found for giving sight passages and emphasizing conciseness in the answers. Also noticeable this year was failure to adjust the material of the passage to the question asked. For instance the answer to Q. 2 too often started with "Il a été étonné parce que quelle élégance, quelle vivacité..." Comments and examples for some answers follow:

Question 1. Receiving a **signal** was necessary for full marks; a mere reference to saying grace was not a sufficient reason.

5 marks: "La mère avait fait un geste discret pour arrêter sa phrase."

3 marks: "Le vieux-allait dire le bénédicite!"

Question 2. Ellipsis could not receive full marks; the pupil had to relate the details to **peasants** in order to prove they were astounding.

5 marks: "Le langage imagé et précis du vieux et l'élégance (or la vivacité or la noblesse) de ces paysans l'ont étonné."

Question 4. 4 marks: "J'indiquai que j'allais les quitter", (or "Il indiqua qu'il allait les quitter")

2 marks: "Le jeune homme avait **décidé** de s'en aller", (or "Je **décidai** de m'en aller")

Note that an **indication** is necessary for full marks, and that **intention** receives only half marks.

Question 5. Pupils should realize that if they answer Q. 5 and then have no material left for Q. 6, they should check the passage again. Q. 5 required an obvious manifestation of politeness, preferably by quoting the future form of the verb "permettre".

5 marks: "Il a dit, vous permettrez que..." or: "Il a demandé très poliment s'ils pouvaient garder leur habitude (de lire la Bible)."

Question 6. Insistence on the visitor's staying or "sacrifice" in putting him up was required. If only bed and food were given, sacrifice was not shown.

5 marks: "On n'a pas laissé partir le visiteur (à cette heure tardive)." or: "Ils lui ont offert le lit d'un fils."

4 marks: "On lui a donné un (bon) repas et un lit."

Question 7. Ellipsis could not receive full marks. Pupils should not leave it to the examiner to guess which detail was a reason for contentment and which was not.

5 marks: "Il serait **content** des draps propres (qui sentaient la lavande) et mécontent parce qu'ils étaient rudes."

Section VII (Sight)

Q. 1 — Pupils should be trained to give more than one component in their answer when there is more than one component in the question.

("En quoi... et comment...")

6 marks: "Ils sont économes. Ils aiment obtenir un prix inférieur au **chiffre** marqué."

Q. 2 — When the candidate is asked for "produits", there is no reason for including in his answer such words as "inclination" and "injures."

4 marks: "Il désapprouve la Tour Eiffel et les maisons de campagne."

Q. 3—4 marks: "tâchent" (or "tentent"), "sans hésiter" (or "de bon coeur").

Q. 4 — 4 marks: "Cela veut dire garder (or "répandre") la culture."

Q. 5 — Ellipsis could not get full marks; some candidates left it to the examiner to "read something into" a shortened answer. A clear distinction between "doctrine" and "affections" was necessary.

6 marks: "Ils sont républicains **mais** ils adorent la Reine d'Angleterre."

Q. 6 — 4 marks: "Ce sont les sens

(1) "garder (or "tenir, poser, placer") et

(2) "envoyer pour gagner de l'argent (or "de l'intérêt")."

Q. 7 — Candidates should be advised to write something on this type of question, rather than giving up and leaving a blank. For instance, in this case he could earn a mark for something as simple as "au mois d'avril" or "au printemps" or "dans le quatrième mois". This advice applies to **any** question on the paper, but was disregarded most frequently in III, 8(a), VI, 4, and VII, 3, 4, 6, 7. Accepted for 4 marks were:

N'enlève aucun de tes vêtements." or: "Ne te déshabille point."

FRENCH COMPOSITION

Thirty percent of the marks of this year's paper was allotted to the objective part.

Teachers are again urged to warn the students to read more carefully any instructions on the paper. Far too many students are still not writing on every other line. It is also recommended that students be trained not to begin a new sentence or section near the bottom of a page. It is desirable that extra space be left between questions and sub-questions.

Candidates should be advised never to give two versions of an answer. The same rule was applied this year as last, viz. the first in order was marked and the other disregarded; or, if two versions appeared, one above the other, only the one on the line was marked. Candidates should be told to strike out, rather than bracket, anything they wish to delete.

The practice was continued this year of using the X system for penalties involving accents, hyphens, capitals and elision. Incorrect use of accents which altered the meaning of a word or the tense of a verb received a full penalty, e.g. a, à; ou, où; du, dû; fut, fût. The X penalty was used only in units having no other error. There was a limit of one X per unit, but no limit to the number of X's for the paper. At the end of the paper, the number of X's was divided by 2, which meant that this type of error received a half penalty.

PART I

Many marks were needlessly lost by the failure of the candidate to read the English sentence carefully. This was particularly evident in the confusion of the definite and indefinite articles and in the inaccurate use of tenses.

Section A

The marks allotted were 176, divided as follows: 1.-18, 2.-19, 3.-18, 4.-20, 5.-18, 6.-16, 7.-16, 8.-20, 9.-13, 10.-18.

The following sentence provides an example of the marking units:

Sentence 4

Les Loisel | allaient | de bijouterie | en bijouterie | cherchant | une parure | pareille à | celle de Madame Forestier. | Celle-ci | ne las a pas | remerciés de | leur peine. | Elle a grommelé: | "Vous auriez | dû | rendre | mes bijoux | plus tôt. | J'aurais pu | en avoir besoin." |

The following errors were very common:

Sentence 1

—inability to translate "in whom she trusted."

Sentence 2

—confusion of "tard" and "en retard."

—inability to translate "worried"

—omission of subjunctive after "avoir peur que."

Sentence 3

—incorrect translation of "about twenty soldiers."

—use of possessive adjective before "main".

Sentence 4

—inability to translate "similar to that" and "did not thank them for."

—incorrect tenses of "devoir" and "pouvoir".

Sentence 5

—lack of inversion after "peut-être."

—failure to recognize that "espérer" takes no preposition.

Sentence 6

—confusion of "se douter" and "douter."

—incorrect auxiliary with "descendre."

Sentence 7

—surprising inability to translate interrogative forms.

—omission of the subjunctive after "nier."

—incorrect use of the imperfect indicative to translate continuous action in the present.

—ignorance of the expression "d'autant moins que."

Sentence 8

—incorrect use of "le soir" to translate "every evening."

—omission of the subjunctive after "douter."

Sentence 9

—incorrect handling of negative expressions.

—failure to recognize the necessity of using "on" (as elsewhere on the paper.)

Sentence 10

—inability to handle construction with "empêcher."

—omission of the subjunctive after "pourvu que."

—omission of the future after "quand."

Section B

104 marks (61+43) were allotted to this section.

Either the Past Definite or the Past Indefinite was accepted, if used consistently; candidates lost marks for switching from one of these tenses to the other.

The following errors were common:

B.1—confusion of "rencontrer" and "raconter."

—ignorance of the expression "avoir quelque chose à faire."

—inability to translate "without your coming."

- incorrect handling of "faire attention à."
 - inability to translate "a short time" and "she was very anxious to."
 - failure to use the perfect infinitive after "regretter."
- B. 2**—inability to translate "rather" and "compared to."
- omission of "jeunes" before "filles."
 - failure to use the imperfect indicative with "depuis."
 - misspelling of "plusieurs."
 - ignorance of the expression "se rendre compte."
 - failure to use a compound subjunctive tense after "avant que."
- In the interest of rewarding knowledge of good French idiom, one bonus mark, to a maximum of four, was given for each of the following:
- Part I-A** — 1. "saine et sauve", "conserver à"; 2. "à cause de"; 3. "il doit y avoir"; 6. "il y avait quelque chose"; 7. "d'autant moins que".
- Part I-B** — 2. "avait fini par" (+ inf.); 2. "faire changer d'avis à".

PART II

In general, the marks obtained in this part were lower than those in Part I. Each correct answer received one mark and no further penalty was imposed on incorrect answers. If two answers were given for one question, both answers were rejected.

Students should be warned to follow instructions carefully and to write figures legibly.

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Comments on the Candidates' Answers
GRADE 13 EXAMINATION IN GERMAN, 1960

Teachers are reminded that the same type of question may not necessarily be used again and that marking schemes vary from year to year according to the character of the questions. These comments are not intended as a teaching guide but as information which may be useful in a general way to teachers.

GERMAN AUTHORS

The marking scheme was based on a total value of 200. The percentage of marks was as follows: A-45%, B-15%, C-9.5%, D-11%, E-9%, F-10.5%.

In sections A and B students were allowed a certain latitude in the selection of details for their answers; students with an adequate knowledge of the text and its vocabulary answered these questions, in general, satisfactorily, although there seemed to be some confusion on the part of students as to what constitutes a separate, distinct point, in questions requiring two points or more. It should be noted that "two points" means two points of sufficient difference and importance, that they fall into separate categories. In A-4, for example, two adjectives did not constitute two points (see below); similarly in A-7, a description of two of Kasperl's "Gelenke", however detailed, did not constitute a complete answer (see below). Students should be warned to read the questions carefully in order to ascertain exactly what is required; e.g. in A-1, the idea of permission, suggested by "durfte", was overlooked by many candidates; in A-14, few students distinguished between "lieben" and "ehren", or mentioned both Tendler's work and his character (see below). Moreover, candidates should be encouraged to answer to the point, in order to avoid losing marks for incorrect German in superfluous or irrelevant material; e.g. in A-11, full-page answers, containing a detailed but error-riddled account of Tendler's arrest, were not uncommon, instead of concise answers to "wo", "warum" and "wie"; in A-13, many answers consisted of a list of events rather than an analysis of Tendler's reaction (Einfluss) to these events. It should be stressed that many candidates are still losing the maximum marks for grammar and vocabulary errors.

In sections A, B and E, mistakes in German, including word-order and incomplete sentences, were penalized up to a maximum of one half of the value assigned by the examiner to the content of the question concerned.

Part A (90 marks, varying from 4 to 10 per question, and from 2 to 4 per point, depending on its importance and difficulty; e.g. No. 3, two marks for the first point, and four marks for the second; No. 12 and 14, four marks for each major point),

Examples of acceptable answers:

1. Sein Vater hatte Paulsen gebeten, dem Jungen Unterricht im Drechseln zu geben. (= 4 marks) or:
Sein Vater begrüßte diesen Besuch wegen Paulsens Tüchtigkeit im Drechseln (wegen seines trefflichen Charakters). or:
Der Erzähler war immer bei der Familie willkommen, weil er ihre Neigung gewonnen hatte (weil er dem Sohne des Paulsens so ähnlich war).
4. (a) Ihr Mantel war alt (verschossen) und dünn. (= 3 marks)

- (b) Der Winter würde bald kommen. (= 3 marks)
7. (a) Kasperl machte die ungeheuersten Witze. (= 3 marks)
- (b) Er besass so wirkungsvolle Gelenke. (Nase, Daumen usw.) (= 3 marks)
8. Der Hauptkasperl war beschädigt und musste ersetzt (von der Bühne entfernt) werden. (= 3 marks)
- Herr Tendler musste einen Ausweg finden, um den zweiten Kasperl ins Spiel hineinzubringen. (= 3 marks)
14. (a) Herr Tendler war ein freundlicher, aufrichtiger Mensch. (= 4 marks)
- Or: Er hatte eine so harmlose (sanfte), ehrliche (anständige) Natur.
- (b) Er war auch ein ausgezeichnete Puppenspieler, der den Menschen durch seine Puppen viel Freude und Wahrheit gebracht hatte. (= 4 marks)

Part B (30 marks, three per question)

On the whole, students scored well in this section. However, in 1 (c), they frequently gave a secondary idea instead of the chief one, (see below), and in 2 (f), a mere factual retelling of the recovery of the ring instead of interpreting this incident.

Examples of acceptable answers:

1. (c) Gesang ist eine Gabe von Gott. Or:
Der Sänger betrachtet die Freude, die sein Gesang hervorruft, als Belohnung genug (nicht Gold oder Geld). Or:
Der Sänger muss frei sein, um seiner Natur nach zu singen.
2. (b) Polykrates ist so erfolgreich gewesen; er hat noch kein Unglück erlebt. (= 3 marks). Der König glaubt, dass dieses Übermass an Glück nicht lange dauern kann. Die Götter werden ihn schon bald strafen. (Griechische Mythologie). Or:
Polykrates wird von der kretischen Flotte bedroht.
2. (f) Sein Opfer wird von den Göttern nicht angenommen.

Part C (19 marks - 16 for text, 3 for punctuation).

One mark per line was deducted for errors in German. Errors in punctuation, including apostrophes, were penalized up to a maximum of three, which was lost on most papers. It may be of interest to note that many candidates began their paper with this question; there were others, indeed a considerable number, who left a blank for this question or wrote the wrong poem!

Part D (1) (2) (3) (22 marks)

One mark was assigned to each correct item. The questions on synonyms and antonyms, with the exception of "aufwachen", which many students mis-read as "aufmachen", and "unter" instead of "unten" for the opposite of "oben", were answered better than the one on pronunciation. Many students showed insecurity in locating the stressed syllable in "Familie", "Charakter" and "italienisch"; others were careless in underlining more than one syllable (**Hin-**tergrund instead of **Hinter**grund).

Part E (18 marks . . . , 3 each for 6 answers)

Candidates encountered little difficulty here. (Most students seemed to know, from the context or elsewhere, the meaning of "entscheiden", a key word in questions 4 and 5.). However, they should be discouraged from merely quoting, word for word, from the text, in lieu of composing an answer of their own, as was frequently done in No. 3 (Er sprach: "Gedulde dich..."). It will be noted that candidates were allowed considerable latitude in answering interpretive questions such as No. 5 and 6 (See No. 6 below).

Examples of acceptable answers:

6. Der Fuchs, weil er das Leben des Wanderers gerettet hatte. Or:
Der Wanderer, weil er eine Wohltat vollbracht hatte. Or:
Die Schlange, weil sie eine Strafe für ihre Bosheit verdiente.

Part F (21 marks ... 3 each for 7 answers)

Here the candidates' incomplete answers and tendency to leave blanks for several questions suggested that they had some difficulty in comprehending and interpreting this passage and were rushed in answering. e.g., in Question 2: the majority of students mentioned the difference in age, few contrasted the children in two aspects of character; in Question 4, most students contented themselves with mentioning "laziness" or "greediness", instead of analyzing the real reason (see below); in Question 6, few students seemed to be very clear as to what a metaphor is; they frequently interpreted "metaphorisches Bild" as "moralische Lehre".

N.B. — There are still students who are losing half marks on this question for answering in German instead of English.

Examples of acceptable answers:

4. It was his lack of humour, (or) his insistence on exact justice.

GERMAN COMPOSITION

The marking scheme was based on a total of 300 marks, assigned as follows: A-1.67%, B-6.67%, C-6%, D-32%, E-36%, F-6%, G-11.67%.

In parts D and E, one mark per sentence was allowed in the marking scheme for correct word order, and was deducted for any error in the position of the verb or its objects.

A maximum of three marks was deducted for errors in punctuation in each of parts D and E.

Part A

This question was well done. Students should be warned, however, that deductions are made for miscopying - e.g., "Kentnisse" instead of "Kenntnisse".

Part B

One mark was assigned for each required verb form or pronoun in its proper position in the sentence; either the Imperfect or the Perfect tense was allowed in No. 5, 6, 7.

This question was disappointingly done. Only the best students seem to have scored a perfect mark; too many candidates merely replaced the English word with a German one, without making the necessary changes in the order of the German sentence. In addition, the following errors were made:

1. "fliegen" for "fliehen"
2. "dich" instead of "dir"
3. "aufgewachsen" (grown up) rather than "gewachsen"
7. "ging ... schlafen" (went to bed) instead of "schief ... ein"
8. "möchte" (would like) instead of "will"
9. "konnte" instead of "könnte" (subjunctive)
10. "haben" instead of "sind" erschienen.

Part C

Nos. 1, 2, 3, 5, were generally well done, the only error being of the tense of "werden". In No. 4, subject and agent were frequently confused: "Das junge Mädchen wird vom alten Mann begrüßt" instead of "Der alte Mann wird vom jungen Mädchen begrüßt."

Students should be reminded that **no agent** is used in passive sentences derived from active sentences which employ "man" as subject.

Part D and E

Examples of correct answers:

D-4. (9 marks) Leider waren seine Erinnerungen an unglückliche Zeiten stärker als die (diejenigen) seiner (an seine) früheren Tage.

E, 1. 6. (11 marks) Er hatte sein ganzes Leben gearbeitet, um in die Herzen seiner Zuhörer Freude zu bringen, und er hatte seinen Charakteren manches wahre Wort (manche Wahrheit) in den Mund gelegt.

Common errors in D and E

1. Modal auxiliaries:

In D 6, "durfte mich" instead of "erlaubte mir" (almost consistently wrong); also insecurity in translating "might (könnten) suffer". In E, 1. 1, instead of "möchte", "will" or "würde" gern erzählen", despite the fact that this is not a conditional sentence. In E, 1. 19, many students wrote "sollten" (ought, should) for "sollen" (are supposed to = present tense).

2. Difference in usage of the following pairs of words (the first word being the correct one in each case):

"als" and "wenn" (D 1), "kostbar" and "köstlich" (D 2), "besitzen" and "eignen" (D 3), "stärker" and "strenger" (D 4), "Dorf" and "Stadt" (D 7), "wahr" and "wahrlich" (E, 1.1), "Bericht" (or "Erzählung") and "Geschichte" (E, 1.3), "seltsam" and "fremd" (E, 1.4), "Dinge" and "Sachen" (the latter rejected in E, 1.4), "gewöhnlich" and "ordentlich" (E, 1.4), "Mund" and "Maul" (E, 1.8), "manch" and "viel" (E, 1.8), "leben" and "wohnen" (the latter rejected in E, 1.12), "Vergnügen" and "Vergnügung" (E, 1.13), "glücklich" and "fröhlich" (E, 1.13), "lieb" and "lieblich" (E, 1.14), "Herr", "Mann" and "Mensch" (E, 1.14), "richtig" and "recht" (E, 1.17), "bereit" and "fertig" (= finished) (E, 1.18), "ein Bekannter" and "eine Bekanntschaft" (E, 1.21).

3. Prepositions and the cases they govern:

Erinnerungen an + acc., or genitive without prep., but **not** "von" (D 4); auf (**not** "an") ihren langen Reisen - dat. pl. (D 7); eine Geschichte **von** (not "über" or gen.) in E, 1.1; similarly denken **von** (= to have an opinion of) in E, 1.18.

N.B. **No preposition** should have been used in "to happen **to**" (E, 1.4); if a preposition was used in translating "a bag of money" (E, 1.15); it should have been "mit", **not** "von".

4. Verb Constructions & Idioms:

The majority of students were led into error by attempting to use "**für**" in "he thanked me for having come... er dankte mir (dafür), dass ich gekommen war" (D 1); on the other hand, very few students knew "**sich interessieren für**" in E, 1.12; in translating "his greatest pleasure **consisted in**" bestand "daraus" or "darin", many candidates simply said "war" (E, 1.13).

Other errors: D 2, "wiederkaufen" instead of "zurückkaufen"; D 6, using "fürchten" reflexively before clause; D 8, "to spend three years", "zubringen" or "verbringen", not "bleiben"; E, 1.8, "to put into the mouth...", "legen", not "stecken" (Idiom); E, 1.9, poor knowledge of "gelingen" construction, and in E, 1.15, "to steal from", use of "von" (which, in this passive sentence, would be ambiguous) instead of dat. of separation.

N.B. Many students mistakenly capitalized the following idioms: *leid tun*, *unrecht haben*, *morgen abend*". Commonly misspelled words were "ein bisschen" and "einschlafen" (one "f", not two).

5. Case, number, inflection, agreement:

Lack of case agreement in appositive phrases — e.g., *eine Geschichte von einem alten Freund von mir, einem ehrlichen Puppenspieler* (E, 1.2); failure to make "it" agree, in gender, with antecedent in E, 1.3, and the verb, in number, with its subject in "die Polizei **war** bereit" (E, 1.18). Comparative and superlative phrases were poorly handled; e.g., many students failed to write "a kinder or quieter man" (E, 1.5) in both the comparative degree and accusative case. **Errors in inflection:** "alle deine (strong) kostbaren (weak) Puppen" (D 2); nom. pl. forms "Charaktere" and "Leute" have no "n".

6. Punctuation and Word-order:

Failure to insert commas before and after subordinate clauses and modified infinitive phrases with "zu"; a tendency to begin a sentence with an adverb, such as "glücklicherweise" in D 4, to set it off by a comma (as in English), and then to use normal word order. This error is wide-spread.

Part F (18 marks ... 3 each for 6 answers)

Three marks were assigned to each example; two, for correct use; and one, for correct German. Teachers should stress to their students that **it is not sufficient to simply use the idiom in a sentence**; the sentence (or sentences) must contain a reference which clearly indicates that the candidate knows the meaning of the expression. Many students failed to do this in illustrating "von neuem", "kreuz und quer", and "weder ... noch". e.g., "Von neuem kaufte er einen Wagen." (rejected), but "Er **unterbach** mich bei der Arbeit; ich musste **von neuem anfangen**" (= full marks).

Part G (35 marks)

25 marks were given for correct German, 1 mark being deducted for each error up to the 100th word. 10 marks were allowed for the general impression. Students should be encouraged to introduce some **originality or personal experience** into the essays which they write on **general topics**, such as **Ein Abend im Theater**, rather than merely reciting details, memorized word for word, from the Authors text (e.g. der Stadtmusikus, der rote Vorhang mit zwei langen Trompeten darauf gemalt, etc.), which scarcely apply to the modern-day scene or contribute to the interest of the essay. In the case of topics based on the Authors text, this year, particularly No. 3, it was found that many candidates did not write on the precise subject suggested (**Der Einfluss der Tendlerschen Familie auf Pauls Leben**), rather, they wrote a résumé of the story, which frequently stopped at the hundredth or so word! Finally, it should be mentioned that many essays lacked a title.

PATTERNS OF GERMAN ADJECTIVE INFLECTION

This article by Prof. Richard K. Seymour of Duke University, Durham, N.C., summarizes a classroom procedure developed during the teaching of several semesters of a reading course in German for graduate students.

The problems in teaching an intensive one-semester reading course in German for graduate students are many and varied. Fortunate, indeed, are those instructors who have two full semesters at their disposal for this purpose, for they are in a position to proceed in a more nearly "normal" pedagogical manner: intensive grammar coverage, extensive reading and exercise material, even to the extent of being able to require a somewhat active knowledge of the basic principles. However, in a one-semester course, with perhaps only thirty-six hours of instruction, it is possible to deal only with the "barest essentials" of German grammar and then in the rather limited time remaining to supervise the student's reading and dictionary work.

For the former type of course the instructor may profitably choose almost any of the available textbooks. 1) For the latter type of course the choice of textbooks is quite limited, the most generally useful being perhaps B. Q. Morgan and F. W. Strothmann, *Shorter German Reading Grammar* (1952). Owing to the need for more rapid coverage of the grammar than even this book permits, the instructor must often resort to shortcuts which simultaneously lighten the learning load and increase the rate of recognition or identification. In place of the usual treatment of adjective inflection and stem formation (i.e., predictive statements), the shortcut method outlined below has been very successfully used. This shortcut presupposes an *active* knowledge of the declension of the definite article, the *ein*-words and the *der*-(*dieser*-) words.

General Statement: Adjectives before nouns are inflected. 2) The first step is to ascertain the inflectional ending. This ending will be either *e* or *e* + a consonant (*r, m, s, n*), which can be symbolized by *e(C)*: *e, er, em, es, en*. Next the degree of the adjective is determined. If the *e(C)* is preceded by *er*, 3) the adjective is comparative degree; if the *e(C)* is preceded by (*e*)*st*, the adjective is superlative degree; and if the *e(C)* is preceded by neither of these, the adjective is positive degree:

<i>e(C)</i>	—	positive
<i>ere(C)</i>	—	comparative
<i>(e)ste(C)</i>	—	superlative

Finally, the student is informed that the *e(C)* contributes nothing to the meaning if the adjectives is preceded by the definite article or some inflected *ein*- or *der*-word. If the adjective is not so preceded, then the *e(C)* indicates the case of the following noun(s). Since in the latter instance the *e(C)* is almost totally identical to the endings of the *der*-words (exception: masc. and neut. gen. sing.), few difficulties should be encountered.

Examples

The student reads:

mit einem *grossen* Messer
eine der *wichtigsten* Entdeckungen
das fein *entwickelte* Sprachgefühl 4)
in *folgenden* Jahren

The pattern is:

-e(C)
-ste(C)
-e(C)
-e(C) (indicates case)

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terungen

der Name des Alten

-e(C) (indicates case)

-ste (C)

-ere(C)

-ere(C) (indicates case)

-e(C) (capital indicates noun)

1) S. L. Sharp and F. W. Strothmann, *German Reading Grammar*, rev. ed., Ginn & Co., Boston, 1955; N. Van de Luyster and P. H. Curts, *German Grammar for Science Students*, D. C. Heath, Boston, 1955; L. De Vries, M. L. Schmidt and F. Schwartz, *Introduction to German*, rev. ed., Rinehart & Co., New York, 1954; L. De Vries and A. P. Kehlenbeck, *Essentials of Reading German*, Rinehart & Co., New York, 1953, et al.

2) By implication, adjectives after nouns are not inflected. Superlative predicate adjectives are an exception.

3) Except, of course, adjectives whose positive ends in -er, e.g., schwer, teuer, etc. If the adjective is known, the student will realize that such an adjective is in the positive degree; if the adjective is not known, a check in the dictionary will reveal this fact.

4) In this phrase *fein* appears before the noun but is not inflected. It is consequently not an adjective.

RICHARD K. SEYMOUR,
Duke University, Durham, N.C.

MATERIAL FOR EXAMINATIONS

Assembled by Miss Doris Schissler, Earl Haig C.I., North York.

GRADE IX

FRENCH

NOVEMBER, 1960

(Based on "Le Français Vivant", Lessons 1 to 5)

1. Répondez en français aux questions suivantes:
 1. Comment allez-vous?
 2. Comment vous appelez-vous?
 3. Quel âge avez-vous?
 4. De quelle couleur est le stylo?
 5. Qui est le professeur de sciences?
 6. Où est la cour?
 7. Combien de crayons avez-vous?
 8. Devant qui êtes-vous?
 9. Combien font neuf et sept?
 10. Ecrivez les jours de la semaine.
2. Ecrivez le verbe 'être': à la forme affirmative.
Ecrivez le verbe 'avoir': à la forme interrogative.
3. Mettez **un, une** ou **des**:
 - 1 gâteaux 2 paquet 3 chats 4 surprise
 - 5 commode.
4. Mettez **le, la, l'** ou **les**:
 - 1 an 2 soulier 3 couleurs 4 homme
 - 5 photo
5. Mettez la forme correcte du verbe 'être' ou 'avoir':
 1. Il un chat.
 2.-nous dans la classe?
 3. Elles à la maison.
 4. Où-vous?
 5. Nous les livres.
 6. Que-tu?
 7. J'..... un morceau de craie.
 8.-vous un frère?
 9. Paul avec les garçons.
 10. Les enfants des souliers blancs.
6. Mettez au pluriel:
 1. la boîte
 2. un cadeau
 3. le jeune homme
 4. A-t-il un cahier noir?
 5. Je suis le père de l'enfant.
 6. Voilà la blouse jaune.
7. Remplacez le tiret par **de, de l', de la, du** ou **des**:
 1. l'école Jean.
 2. le frère jeune fille.
 3. les photos enfants.
 4. la plume garçon.
 5. le professeur élève.
 6. près portes.
 7. au milieu salle de classe.
 8. l'enfant homme.

8. Mettez la forme correcte de l'adjectif:

1. (grand) une boîte.
2. (vert) des cravates
3. (petit) un frère.
4. (pressé) des hommes
5. (gâté) une enfant

9. Remplacez le tiret par ce, c', il ou elle:

1. est Philippe.
2. Voici la chambre. est petite.
3. Est- une table de travail?
4. Où est le gâteau? est sur la table.

10. Remplacez les noms soulignés (underlined) par des pronoms:

1. Qui est le professeur?
2. Jeanne et Paul sont en retard.
3. Les femmes sont jolies.
4. Où est la maison?
5. Les paquets sont très grands.

11. Mettez à la forme interrogative:

- (i) avec est-ce que ; (ii) sans (without) est-ce que.
1. Nous sommes en avance.
 2. L'école est très grande.
 3. Michel a deux frères.
 4. Il y a des enfants dans la cour.
 5. Les chaises sont devant la table.

12. Ecrivez en français:

- | | |
|----------------------------------|---------------------------|
| 1. under the bench | 6. Peter's parents. |
| 2. behind the black-board. | 7. near the windows. |
| 3. between the bed and the wall. | 8. a child's sister. |
| 4. on the floor. | 9. the gentleman's shirt. |
| 5. for Miss Martin. | 10. a white dress. |

13. Ecrivez en français:

1. Mary's friend has a black dog.
2. Where are the red shoes, mother?
3. There is a pretty brown table in the room.
4. What books have you on the desk, Peter?
5. What is it? It is a small gift for the child.
6. They are always late for class, aren't they?
7. Here is a chair in the middle of the rug, father.

14.

La Famille Pascal

M. Pascal est un homme. Mme Pascal est une femme. Ils ont deux enfants, Raymond et Suzette. Suzette a un chat; le chat est un animal. Raymond a un chien; le chien est aussi un animal. Quand les enfants sont à l'école, le chat et le chien sont à la maison avec Mme Pascal.

Mme Pascal, Raymond et Suzette sont à la maison aujourd'hui. Ils sont dans la chambre de Mme Pascal.

- Les livres et les cahiers, où sont-ils? dit Mme Pascal.
 —Oh oui, dit Suzette, nous avons un exercice pour M. Dumont. Voici le livre de français.
 —Raymond, as-tu aussi un livre de français?
 —Oui, maman, et j'ai quatre cahiers.
 —As-tu une plume?
 —Non, mais j'ai un crayon rouge.
 —Voici un stylo; il y a une règle sur la petite table.
 —Merci bien, maman, dit Raymond.

Répondez en français aux questions suivantes:

1. Qui est un homme?
2. Où est Raymond?
3. A-t-il un exercice pour M. Dumont?
4. Qui a un chat?
5. Y a-t-il une règle sur la petite table?
6. Avez-vous un livre de français?
7. Où sont le chat et le chien quand les enfants sont à l'école?
8. Qui est le professeur?

Suggested evaluation: 20 plus 4 plus 5 plus 5 plus 10 plus 6 plus 8 plus 5 plus 4 plus 5 plus 10 plus 10 plus 25 plus 8 = 125.

GRADE X

FRENCH

FALL 1960

("Le Français Vivant", Lessons 1-24)

1. Répondez en français aux questions suivantes:

1. Quel est le huitième mois de l'année?
2. Quel temps fait-il en automne?
3. A quelle heure prenez-vous votre petit déjeuner le matin?
4. Pourquoi allez-vous au stade?
5. Combien de personnes y a-t-il dans votre famille?
6. Quand mettez-vous votre pardessus?
7. Qu'est-ce que vous faites le samedi?
8. Quelle est la date aujourd'hui?
9. Dans quelle ville Jeanne d'Arc est-elle morte?
10. Nommez un port et un fleuve de la France.

2. Ecrivez la forme correcte du verbe:

(a) au présent de l'indicatif:

- | | |
|------------------|-------------------|
| 1. choisir (ils) | 6. être (vous) |
| 2. entendre (je) | 7. dire (vous) |
| 3. voir (elles) | 8. envoyer (ils) |
| 4. vendre (nous) | 9. acheter (tu) |
| 5. aller (tu) | 10. manger (nous) |

(b) au passé indéfini:

- | | |
|---------------------|--------------------------|
| 1. finir (elle) | 6. naître (elle) |
| 2. montrer (ils) | 7. prendre (ils) |
| 3. descendre (elle) | 8. croire (vous) |
| 4. entrer (ils) | 9. venir (Jean et Marie) |
| 5. sortir (elles) | 10. partir (nous) |

3. Traduisez en français:

1. It is half past twelve (noon); 2. On the spot; 3. To take a walk; 4. Hasn't she spoken? 5. To be lucky; 6. About nine o'clock; 7. All the same; 8. The fourteenth of July; 9. The first of May.

4. (a) Insérez (Insert): **du, de la, de l', des, de, d':**

1. Voulez-vous avoir thé? 2. Ils boivent eau ou lait.
3. Combien garçons y a-t-il dans cette classe? 4. Je ne vois pas pigeons.

(b) Insérez 'qui' ou 'que':

1. C'est mon chien garde la maison; 2. désirez-vous?
3. Ils ont deux chiens je trouve très beaux.

5. Ecrivez en toutes lettres: 1667; 1959; 1789.

6. Remplacez les mots soulignés par des pronoms:

1. Ils ferment **les portes**. 2. **La jeune fille** et **le frère** regardent **les enfants**.
3. **Cette histoire** n'intéresse pas **Paul**. 4. Dites-vous bonjour à **votre père**?
5. Voici **l'équipe**. 6. Entendez-vous **le professeur**? 7. Il me montre **la carte**.

7. Mettez au pluriel:

1. Quel beau cheval vois-tu? 2. Le coiffeur a raconté son histoire à un Américain. 3. Il a donné le billet à la jeune fille.

8. Traduisez en français:

1. At what time does the show start?
2. Did you go water-skiing this summer?
3. We heard a noise in the middle of the night.
4. Yesterday we had a letter from our friend, who lives near our cottage.
5. Did you get a good mark this week in Latin? Yes, the teacher gave me eighty.
6. I am going to spend the evening at Jacqueline's.
7. She telephoned her friend Marian.
8. She did stay in Montreal, didn't she?
9. Didn't the German believe his story?
10. Peter has read many old legends and he likes to tell them to us.
11. Joan and Michael sent him interesting post-cards from that city.

9. Ecrivez de mémoire: "**La Neige Tombe**", par Jean Richépin.

10. Le roi de France Henri IV était (was) un homme très gai, simple, bon roi et bon père aussi. Voici à son sujet une anecdote qu'on raconte dans les écoles françaises:

Henri IV s'amuse un jour avec ses enfants. Il est à quatre pattes (on hands and knees) sur le plancher, ayant (having) sur le dos ses deux jeunes fils qu'il promène autour de la chambre; la plus grande de ses filles a les guides (reins); les enfants font 'clic, clac', comme s'ils montent un vrai cheval, et éclatent de rire (burst out laughing). Soudain l'ambassadeur d'Espagne entre. Le roi s'arrête un instant... Monsieur l'ambassadeur, dit-il, avez-vous des enfants?

—Oui, Sire.

—En ce cas, je vais finir le tour de la chambre. Et il continue.

1. Comment était le roi Henri?
2. Qu'est-ce qu'il fait un jour?
3. Qui promène-t-il sur le dos?
4. Que font les enfants?
5. Pourquoi le roi s'arrête-t-il un instant?
6. Pourquoi le roi continue-t-il?
7. Où raconte-t-on cette anecdote?

Suggested evaluation: 20 plus 20 plus 18 plus 8 plus 6 plus 10 plus 11 plus 54 plus 16 plus 7 = 170 plus 10 (dictée) plus 20 (term work) = 200.

GRADE XI

FRENCH

NOVEMBER, 1960

"Cours moyen I": Lessons 1-4 and "Comme il vous plaira": pp. 1-30

(Time: 2 hours)

Part A, French Composition

1. Traduisez en français:

1. While I was looking at a blue suit and a spotless white shirt, the salesman took my measurements.
2. My black hens have looked for seeds in my neighbour's garden, but my white hens have stayed in the farm-yard.
3. He drew a picture of a mushroom, but the waitress did not understand.
4. As it was raining very hard, I went into the first restaurant I found.
5. My car had a breakdown not far from the Canadian border.

2. Répondez en français, par une phrase complète, aux questions suivantes:

1. Qu'est-ce que les poules faisaient quand il faisait froid?
2. Pourquoi Pierre avait-il besoin d'un nouveau complet?
3. Qu'est-ce que les poules refusaient de faire quand M. Pépin les menaçait? Pourquoi?
4. Pourquoi la serveuse comprit-elle le mot "omelette"?

3. Traduisez en français:

1. the low voices; 2. my favourite story; 3. happy children; 4. Dear Madam;
5. fine horses.

4. Remplacez les mots soulignés par des pronoms:

1. Voici les complets.
2. Le votre frère n'aime-t-il pas les champignons?
3. Il va donner le cadeau à sa mère.
4. Il refuse de vendre les chemises aux clients.
5. Pourquoi vous a-t-il apporté le parapluie?
6. Il tendit les étoffes au tailleur.
7. Voilà la voiture.

5. Mettez le verbe au temps indiqué:

1. a l'imparfait: il peut, vous lisez, ils mangent, nous disons, je suis
2. au passé défini: je portais, elle achète, vous prenez, ils finissent, tu t'arrêtes.
3. au passé indéfini: ils mangent, nous répondons, elles vont, j'avais, vous choisissez.

Part B: French Authors

6. Ecrivez de mémoire "La Diligence"

7. Répondez en français par des phrases complètes aux questions suivantes:

La Légende du St. Laurent

1. Pourquoi était-il impossible de voyager en canot du lac Ontario à l'océan?
2. Que font les Indiens pour gagner la faveur du Serpent-rouge?
3. Qu'est-ce que le Serpent-Rouge demande à l'Ours-Noir?
4. Qui vient sauver la tribu?

Le Tambour de Roquevaire

1. Qu'est-ce que le gendarme voudrait faire à Baculas?
2. Pourquoi le gendarme pense-t-il qu'il a trouvé les fantômes?
3. Selon Baculas, quand les escargots sortent-ils, et quand ne sortent-ils pas?
4. Qu'est-ce qu'on sert comme déjeuner chez Baculas?

Cadeaux de Noël

1. Pourquoi Della pleure-t-elle?
2. Qu'est-ce qu'elle décide de faire pour gagner de l'argent?
3. Qu'est-ce qu'elle achète pour son mari?
4. Qu'est-ce que Jim a fait de sa montre? Pourquoi?

8. Donner un synonyme de:

1. une petite montagne
2. un cadeau
3. le visage
4. désappointé
5. le bateau des Indiens

Donnez le contraire de:

1. sec
2. lentement
3. républicain
4. ordinaire
5. droite

Donner un mot de la même famille que:

1. cuire; 2. pleuvoir; 3. le mari; 4. le chagrin; 5. condamner.

9. Lisez ce passage, puis répondez en français aux questions suivantes

Dans une petite cabane, perdue au milieu dans des neiges de l'Alaska, Slim Kerrigan joue aux cartes, tout seul. C'est un jeune homme de vingt-sept ans au plus. Il est très grand et semble être d'une force énorme. Son visage est un peu dur mais des yeux bleus donnent à ce visage la simplicité des âmes droites et braves.

Il est assis sur une caisse de bois* et, devant lui, une autre caisse lui sert de table. Il y a bien une table dans la cabane mais elle est fixée au mur, et Slim trouve qu'elle est trop loin du feu. Contre le mur, dans un lit bas, étroit, avec un autre lit au-dessus comme dans les bateaux, un autre homme est couché. Il est couvert de fourrures et semble dormir, mais de temps en temps, un faible murmure s'échappe de sa bouche et ses joues montrent déjà le blanc sépulcral de la mort. Deux grands chiens esquimaux dorment dans un coin, le nez entre les pattes de devant. On n'entend que le bruit du vent qui vient de l'océan arctique. Ce vent souffle depuis trois jours et la petite cabane est entièrement couverte de neige - on est en février et la nuit polaire vient de finir sur ce 68^e parallèle de latitude.

* caisse de bois — packing-case.

1. Qu'est-ce que Slim Kerrigan fait dans sa cabane?
2. Quel âge a-t-il?
3. Pourquoi emploie-t-il une caisse comme table?
4. Où est l'autre habitant de la cabane?
5. Qu'est-ce qu'on entend?
6. Comment les chiens dorment-ils?
7. Qu'est-ce que le vent a fait à la cabane?

Suggested evaluation: 26 plus 12 plus 10 plus 10 plus 15 plus 11 plus 36 plus 10 plus 5 plus 15 = 150.

GRADE 12

FRENCH

NOVEMBER, 1960

"Cours moyen I" to end of Lesson 16 and "Vignettes"

(Time: 2½ hrs.)

1. (a) Soulignez les mots qui ne contiennent pas le son de la lettre "g" dans le mot "garçon":
orgueil, exagérer, second, gagner, logement.
- (b) Soulignez les lettres qui ont le même son que "e" dans le mot "lettre":
parlai, viennent, évidemment, besoin, dernier.
- (c) Soulignez les consonnes qui ne se prononcent pas:
C'est parfait; donnez-moi ces deux-là.
2. Dans chaque groupe, trouvez l'expression qui n'y appartient pas (does not belong). Indiquez votre choix en écrivant **la lettre** du groupe et **le numéro** de l'expression.

(a) 1. en Allemagne 2. au Japon 3. à Bruxelles 4. aux Etats-Unis 5. en Norvège	(b) 1. le genou 2. le coude 3. le cou 4. la jambe 5. les chevaux	(c) 1. rire 2. crier 3. pleuvoir 4. chuchoter 5. chanter
(d) 1. rendre 2. éclater 3. contenir 4. montre 5. souffrir	(e) 1. le paysan 2. le boutiquier 3. le jeune homme 4. la veille 5. l'enfant	
3. Répondez en français, par une phrase complète, aux questions suivantes:
 1. On vend le lait au litre. Comment vend-on l'étoffe?
 2. Quelle est la date de votre anniversaire?
 3. Qu'est-ce que la Seine?
 4. Où la reine est-elle née? et M. Krouchtchev?
 5. Qu'avez-vous envie de faire quand la leçon est ennuyeuse?
4. Traduisez en français:
 - (a) 1. they were approaching
 2. let us sit down
 3. they laughed (passé défini)
 4. it will rain
 5. I should like
 - (b) 1. on entering the room
 2. after reading them
 3. She finally did it.

4. We began enjoying ourselves.
5. far from believing him
- (c) 1. a dozen countries
2. enough spiders
3. a silk tie
4. such a clever answer
5. covered with chocolate
5. Traduisez en français:
 1. He came in with several books under his arm.
 2. Put on your coat or you will be cold; it is windy this afternoon.
 3. Little Peter's father was a farmer; he grew wheat and vegetables.
 4. The gentleman is buying mice. I wonder why, but that's none of my business.
 5. Rabbits are animals with long ears and short tails.
 6. Frenchmen are very polite; they always shake hands when they meet.
 7. The Easter eggs you saw in the shop-window cost two hundred francs apiece.

6. Répondez en français, par des phrases complètes, aux questions suivantes:

LE COUPON

1. Pourquoi M. d'Herbelot est-il impatient et inquiet au commencement de l'histoire? (deux raisons)
2. Qu'est-ce que c'est que le jour des coupons?
3. Pourquoi Mme d'Herbelot veut-elle le coupon, et pourquoi devient-elle plus résolue que jamais de ne pas céder le coupon?
4. Comment les deux femmes pourraient-elles être satisfaites toutes les deux, selon le chef de rayon?
5. Quelle a été la cause du scandale épouvantable au Bon Marché?
6. Comment la fin de l'histoire montre-t-elle que Mme d'Herbelot est frivole?

LA BOULE MAGIQUE

7. Pourquoi l'empereur appelle-t-il l'enchanteur au palais un jour?
8. Décrivez la boule magique. (deux détails)
9. Comment l'enchanteur se tire-t-il d'affaire quand le nain tombe malade?

LES DINDES DU PARADIS

10. Quelles deux indications y a-t-il au commencement de l'histoire que la soeur Jeanne a quelque chose?
11. De quel péché la soeur Jeanne est-elle coupable? Pourquoi?
12. Qu'est-ce que la soeur Jeanne dit aux jeunes fillers pour les réveiller de leur indolence?
13. Quel remords avait M. Nadier?
14. Pourquoi les élèves du couvent sont-elles devenues furieuses et révoltées?
15. Comment M. Nadier a-t-il été mis au courant de la situation?
16. Comment la soeur Jeanne s'est-elle expliqué le miracle des dindes? (deux détails)
7. (a) Exprimez d'une autre façon en français:
 1. la peau de certains fruits ou légumes
 2. une exposition de marchandises
 3. en même temps

4. s'évanouir
5. séparer en coupant
6. être présent à
7. un mouvement du corps pour saluer

(b) Donnez le contraire de:

1. commander
2. la jeunesse

(c) Donnez un mot de la même famille que:

1. applaudir
2. partir

7. Lisez soigneusement et répondez en français aux questions suivantes par des phrases complètes:

LE TIGRE

Une femme lavait son linge dans une fontaine, à cent pas de la maison; elle avait avec elle un enfant de quatorze à quinze mois.

Elle manqua de savon, retourna chez elle pour en chercher, et, jugeant inutile d'emmener son enfant, le laissa jouer sur le gazon, près de la fontaine.

Pendant qu'elle cherchait son savon, elle jeta par la fenêtre ouverte les yeux sur la fontaine pour s'assurer si l'enfant ne s'aventurait pas au bord de l'eau; mais sa terreur fut grande lorsqu'elle vit un tigre sortir de la forêt, traverser le chemin, aller droit à l'enfant et poser sur lui sa large patte.

Elle resta immobile, haletante, pâle, presque morte.

Mais sans doute l'enfant prit l'animal féroce pour un gros chien; il lui empoigna les oreilles avec ses petites mains et commença de jouer avec lui. C'était un tigre d'un caractère jovial, il joua lui-même avec l'enfant.

Ce jeu effroyable dura dix minutes, puis le tigre, laissant l'enfant, re-traversa la route et rentra dans le bois.

La mère s'élança, courut tout éperdue à l'enfant, et le trouva riant et sans une égratignure.

1. Que faisait la femme à la fontaine?
2. Pourquoi est-elle retournée à la maison, laissant son enfant seul près de la fontaine?
3. Selon la mère, quel accident pourrait arriver à l'enfant?
4. Pourquoi la mère est-elle restée immobile et presque morte?
5. Auriez-vous fait la même chose que cet enfant? Pourquoi?
6. Le tigre a-t-il fait du mal à l'enfant? Justifiez votre réponse.

Suggested evaluation: 15 plus 10 plus 10 plus 25 plus 40 plus 63 plus 12 plus 15 (dictée) plus 10 (term work) = 200.

GRADE XIII

FRENCH AUTHORS

NOVEMBER, 1960

Based on "Le Notaire du Havre" to page 35

(Time: 2½ hours)

1. Copiez les mots suivants; soulignez ceux qui contiennent le même son que le "e" du mot "mer", et entourez d'un cercle les autres: revenir, cherchons, tête, aspect, faisons, très, laissant, former.
2. Complétez **par un seul mot**, les phrases suivantes. Il n'est pas nécessaire de copier toute la phrase.
 1. Joseph, les sur la toile cirée, faisait semblant de répéter ses leçons.

2. Oh! Ram, ne va pas te mettre à
3. Maman cousait ses vêtements de
4. C'est là que le se fend.
5. Ce n'est pas un semblable à ceux des régions basses.
6. Cette fois, Raymond, tu auras une pour toi tout seul.
7. Nous lui disions: "Tu as l'air d'un écolier". Et cette remarque le faisait
8. La pâmaît sous un printemps léger, bien fait pour donner le vertige à de petits citadins."
9. Puis il nous entraîna vers un gros homme à blanche.
10. "De quelle est le vin?" demandait M. Joliclerc.
3. Répondez en français par une phrase complète, aux questions suivantes.
 1. Qu'est-ce que la famille Pasquier mangeait à leur repas du soir? (deux choses)
 2. Pour bien manger, n'importe quoi, quelles sont les conditions qu'impose M. Pasquier?
 3. Décrivez Raymond, selon sa femme, en indiquant au moins trois traits de caractère.
 4. Selon M. Pasquier, comment est-ce que les Delahaie le regardaient?
 5. Pourquoi Mlle Bailleul venait-elle chez les Pasquier?
 6. Pourquoi Mme Pasquier ne pouvait-elle pas recevoir immédiatement son argent du testament de sa tante?
 7. Mentionnez quelques odeurs de l'appartement, rue Vandamme.
 8. Quelles trois sortes de gens y a-t-il dans l'appartement?
 9. Quelle était la différence de la vue de Paris que voyait la famille de leur balcon et celle qu'on voit du haut des collines illustres?
 10. Qu'a fait Mme Pasquier pour avoir un peu d'argent?
 11. Pourquoi est-ce que les enfants pensaient que leur mère "savait tout faire"?
 12. Expliquez pourquoi Mme Pasquier a parlé du maréchal Ney à ses enfants.
 13. Pour conjurer le sommeil, que faisait souvent M. Pasquier?
 14. Quelles études les enfants ont-ils faites le premier jour à l'école de M. Joliclerc?
 15. Pourquoi Désiré et Laurent étaient-ils tous les deux, fort embarrassés dans leurs récitations?

4. Lectures à vue

- (a) Lisez le poème et répondez en français aux questions qui le suivent par des phrases complètes excepté pour 9 et 10.

C'était un tout petit épicier de Montrouge,
 Et sa boutique sombre, aux volets peints en rouge
 Exhalait une odeur fade sur le trottoir.
 On le voyait debout derrière son comptoir,
 En tablier, cassant du sucre avec méthode.
 Tous les huit jours, sa vie avait pour épisode
 Le bruit d'un camion apportant des tonneaux
 De harengs saurs ou bien des caisses de pruneaux;
 Et, le reste du temps, c'était, dans sa boutique,

Un calme rarement troublé par la pratique:
 Servante de rentier ou femme d'artisan,
 Logeant dans ce faubourg à demi paysan.
 Ce petit homme roux, aux pâleurs malades,
 Était triste, faisant des affaires chétives
 Et, comme on dit, ayant grand'peine à vivre.
 Son histoire pouvait vite se raconter.
 Il était de Soissons, et son humble famille,
 Le voyant, à quinze ans, faible comme une fille,
 Voulut lui faire apprendre un commerce à Paris.
 Un cousin, épicier lui-même, l'avait pris,
 Lui donnant le logis avec la nourriture;
 Et, malgré la cousine, épouse avare et dure,
 Aux mystères de l'art il put l'initier.
 Il avait ce qu'il faut pour un bon épicier;
 Il était ponctuel, sobre, chaste, économe.
 Son patron l'estimait, et quand ce fut un homme,
 Voulant récompenser ses mérites profonds,
 Il lui fit prendre femme et lui vendit son fonds.

1. Depuis quand cet homme travaille-t-il dans une épicerie?
2. Où a-t-il vécu avant de venir à Paris?
3. Quel est le caractère de la ferme de son cousin?
4. Décrivez, du côté physique, notre épicier.
5. Qu'est-ce qu'il recevait comme gages (salaire) pendant son apprentissage?
6. Comment notre épicier a-t-il acquis sa boutique?
7. Qu'est-ce qui arrive chaque semaine pour rompre la monotonie de sa vie?
8. Quels sont les deux types de femmes qui constituent sa clientèle?
9. Citez de ce passage les trois mots qui signifient respectivement "vivre avec difficulté", "insipide", "coffres de bois".
10. Suggérez un mot (non pas celui dont l'auteur s'est servi) qui rime avec chacun des mots suivants: tonneaux (1.17), famille (1.17), nourriture (1.21).

- (b) Lisez le passage suivant et répondez en ANGLAIS aux questions qui le suivent.

Les archers commencèrent à lancer leurs flèches mais la plupart des coups furent amortis par le haut parapet des redoutes saxonnes. L'infanterie armée de lances et la cavalerie s'avancèrent jusqu'aux portes des retranchements, et tentèrent de les forcer. Les Anglo-Saxons, tous à pied autour de leur étendard planté en terre, et formant derrière leurs palissades une masse compacte et solide, reçurent les assaillants à grands coups de hache, qui brisaient les lances et coupaient les armures de mailles. Les Normands, ne pouvant pénétrer dans les redoutes ni en arracher les pieux, se replièrent, fatigués d'une attaque inutile, vers la division que commandait Guillaume.

1. Que portaient les Normands pour se protéger?
2. De quoi les palissades étaient-elles construites ?
3. Nommez deux armes dont se servaient les Normands.

(c) Lisez le passage suivant et **TRADUISEZ EN ANGLAIS LES PARTIES SOULIGNEES**:

C'était un paysan qui traversait souvent notre faubourg avec un âne chargé de fruits, et s'arrêtait chez un ami logé vis-à-vis de notre maison. Le vin d'Argenteuil prolongeait souvent la visite, et, groupés devant l'âne, nous regardions son fardeau (1) **avec des yeux d'envie**. Un jour, la tentation fut trop (2) **forte**. L'âne portait un sac dont les déchirures (3) **laissaient voir** de beaux marrons lustrés, qui avaient l'air de se mettre à la fenêtre pour provoquer notre gourmandise. Les plus hardis se les montrèrent de l'oeil, et l'un d'eux proposa d'élargir l'ouverture. (4) **On mit la chose en délibération**; je fus le seul à m'y opposer. (5) **Comme la majorité faisait la loi, on allait passer à l'exécution**, lorsque je me jetai devant le sac en criant que personne n'y toucherait! Je voulais donner des raisons à l'appui: mais (6) **un coup de poing me ferma la bouche**! Je ripostai: et il en résulta une mêlée générale qui fut mon Waterloo.

Accablé par le nombre, j'entraînai dans ma chute le sac que je défendais, et le paysan, que le bruit du débat avait attiré, me trouva sous les pieds de l'âne, au milieu de ses marrons éparpillés. Voyant mes adversaires s'enfuir, il devina ce qu'ils avaient voulu faire, (7) **me prit pour leur complice**, et sans plus d'éclaircissement, (8) **se mit à me punir à coups de fouet du vol que j'avais empêché**. Je réclamai en vain; le marchand (9) **croyait venger sa marchandise**, et avait d'ailleurs trop bu pour entendre. Je m'échappai de ses mains, meurtri, saignant et furieux.

GRADE XIII

FRENCH COMPOSITION

NOVEMBER, 1960

Based on "Cours moyen II", Lessons 1-3

(Time: 2½ hours)

1. Soulignez la forme correcte du verbe entre parenthèses:

Répondez à cette question **sur ce papier**

1. Tu verras comme il est sympathique quand tu le (connais, connaîtras, connaissais, as connu) un peu mieux.
2. Chaque matin le chat attend que nous lui (ouvrons, ayons ouvert, ouvrions, ouvrirons) la porte.
3. Maintenant ils (conduisent, conduiront, ont conduit, avaient conduit) moins vite qu'avant
4. Ne (asseyez-vous, vous asseyez, vous vous asseyez, assieds-toi) sur mon chapeau.
5. Est-ce que vous (avez dormi, dormez, dormiez, aurez dormi) quand je vous ai téléphoné?
6. Ils (boiraient, boivent, auraient bu, avaient bu) quelque chose s'ils avaient eu soif.
7. Après (avoir couru, courant, courir, j'ai couru) pendant cinq minutes, j'étais très fatigué.
8. Les cartes seraient arrivées pour Noël, si nous les (envoyions, avions envoyé, aurions envoyées, avions envoyées) quelques jours plus tôt.
9. Ses deux souris blanches (sont morts, sont mortes, étaient morts, seraient mortes) hier.
10. Cette maison me (plairait, plaisait, a plu, avait plu) plus, si elle n'était pas si sombre.

11. Je partirai, dès que je lui (dirai, aurai dit, ai dit) bonjour.
 12. Je regrette qu'elle ne (ait pu, peut, puisse, a pu) pas venir hier soir.
 13. L'homme s'assit devant une assiette restée intacte, et il (s'est mis, se mit, se met, s'était mis) à manger.
 14. En (sortant, étant sorti, être sorti, il sort) de la maison il a vu son ami qui descendait la rue.
2. A la fin de cette question vous trouverez une liste de mots et d'expressions. De cette liste choisissez le mot ou l'expression qui convient le mieux aux tirets dans les phrases suivantes. Ecrivez **seulement le numéro** de l'expression: Répondez à cette question **sur ce papier**.

1. l'avion du soir et vous serez en France onze heures du matin.
 2. Avez-vous du nouvel élève qui parle espagnol?
 3. Je prends de lait dans mon thé.
 4. J'ai que nous allions avoir congé mercredi matin.
 5. Combien de l'avez-vous vue la semaine dernière?
 6. Quand avez-vous de votre soeur? Lundi dernier. Je chaque semaine.
 7. J'étais en retard pour mon rendez-vous parce que le train n'est pas arrivé
 8. Elisabeth me dit qu'elle a bien dormi hier soir. N'a-t-elle pas les voisins?
 9. Avons-nous de nous arrêter sur la Place Vendôme?
 10. Quand allez-vous nous à New-York?
 11. Comprenez-vous les exercices que nous avons faits ce matin? mais pas tous.
 12. Je regrette que je ne puisse pas vous dire Ma montre s'est arrêtée.
 13. Maître Hauchecorne tout ce qu'il trouvait; il ramassa la ficelle.
 14. Nous avoir une chambre avec salle de bains mais notre chambre avait l'eau courant seulement.
 15. de Noël est le vingt-quatre décembre.
 16. Ce manteau lui couverture.
 17. Il est très fidèle. Je peux toujours lui.
- Liste des mots et des expressions:
 1 compter sur, 2 prenez, 3 donc, 4 avant, 5 fois, 6 entendu parler, 7 un peu, 8 ensuite, 9 entendu dire 10 avant que, 11 la veille, 12 reçu des nouvelles, 13 entendu, 14 à l'heure, 15 le temps, 16 emmener, 17 reçois de ses nouvelles, 18 quelques-uns, 19 l'heure, 20 sortira de, 21 comptons, 22 se servait de.

3. Mettez la forme correcte du pronom:

Répondez à cette question **sur ce papier**.

1. Anne et allons en Angleterre l'automne prochain., je veux aller en avion, veut aller en bateau.
2. J'étais infirmière, mais je ne suis plus.
3. Elle répète tout on lui dit.
4. L'appartement nous demeurons est au deuxième étage.
5. Etes-vous prête, Jeanne? Oui, je suis.
6. Les gens chez il a passé la soirée venaient d'acheter un nou-

veau projecteur.

7. Connaissez-vous les messieurs entre votre ami est assis?
 8. Viendrez-vous nous voir? Oui, si ma mère permet.
 9. Etes-vous l'hôtesse de cet avion? Non, je ne suis pas.
 10. Cet hôtel était beaucoup moins confortable que qu'il connaissait.
 11. avez-vous à la main? est sur la table?
 12. Nous avons un voisin dans le jardin tous les enfants aiment jouer.
 13. La famille il vient est célèbre en France.
 14. C'est un poète l'oeuvre est difficile à comprendre.
4. Remplacez le tiret par la préposition convenable s'il y a lieu:
Répondez à cette question **sur ce papier**.
1. Ecoutez-vous le programme français la télévision?
 2. J'ai pris mes livres la table.
 3. Je me fie lui.
 4. Avez-vous mangé toute la viande votre assiette?
 5. Tirez votre mouchoir votre poche.
 6. Nous lisons toujours des articles intéressants le journal.
 7. Le chien a arraché la viande son maître.
 8. Ma soeur joue violon.
 9. Se sont-ils amusés Irlande cet été?
 10. Il l'a remercié tout ce qu'elle avait fait lui?
5. Traduisez en français: (N'employez pas le passé défini dans ces phrases.)
1. I'd like to take a trip to Switzerland.
 2. The man who stole the money from them is the porter in this hotel.
 3. Take those suitcases from her and put them in her room.
 4. Think of me when you are on your holidays, won't you?
 5. I am looking for a house. To whom shall I apply?
 6. The little hotel in the Latin Quarter pleased your sister, didn't it?
 7. Although her hair is very pretty she complains about it a great deal.
 8. They attended a concert when they were on their way through London.
 9. The ditch into which he jumped was covered with branches.
 10. Before getting on board he passed the customs and the immigration officer looked at his passport.
 11. Let's think it over carefully, before we answer the letter.
 12. If we don't hide this candy from the children, they will eat too much of it.
 13. I told her not to hesitate to scold them if they disobeyed her.
 14. I paid the salesman four dollars a yard for this material.
 15. Nobody pays attention to what you say if you always speak in a low voice.
 16. Have we any cheese? I'll need some for the omelet. I'll borrow some from her.
 17. He's going to ask his parents for permission to invite one of his friends for the weekend.
 18. I got two letters from Edward last month and I haven't answered them yet.

19. We waited for the plane at the airport for a long time. Finally we took our baggage and returned home until the next morning.
20. Did the hotel-keeper forget to ask the traveller for his registration form? Then tell him to send it back to him.
21. I've never met your cousin. I'll introduce you to her this evening if you like. She will be at our house.
22. Pity the Loiseles. They did without so many comforts for ten years and then discovered that their sacrifices had been useless.
6. Traduisez en français:

One day Madame Pasquier received a letter from the lawyer at Le Havre. It announced the death of Madame Delahaie, the woman who had brought her up. To make her mourning clothes Madame Pasquier sewed all day and all night. Then she set out for the north of France, leaving the children with Mademoiselle Bailleul.

When she came back she told them that, according to the terms of the will, she would have all the furniture and the interest on some securities. She could not sell the securities because they belonged to the children. As soon as the lawyer received proof of the death of her sisters in South America Madame Pasquier would have their securities. These she could sell and thus have money enough to settle the accounts with which she had so much difficulty each evening.

GRADE X

GERMAN

NOVEMBER, 1960

"First Book in German": Lessons 1-5

(Time: 1½ hours)

1. Übersetzen Sie und deklinieren Sie in der Einzahl und in der Mehrzahl!

1. the brother	3. the daughter
2. the room	4. no girl
2. Übersetzen Sie und deklinieren Sie in der Einzahl!

1. a father	2. a school
-------------	-------------
3. Konjugieren Sie im Präsens!

1. I have no pencil	3. I am sitting at the desk.
2. Where am I?	4. I am learning German.
4. Schreiben Sie das Gegenteil von!

1. gut	4. schnell	7. leicht	9. scharf
2. jung	5. arm	8. krumm	10. hart
3. gesund	6. voll		
5. Zählen Sie von 10 bis 20!
6. Schreiben Sie auf deutsch!

30, 42, 53, 64, 75, 86, 97, 100.
7. Beantworten Sie mit einem ganzen deutschen Satz!
 1. Welcher Tag ist heute?
 2. Welche Farbe hat die Decke?
 3. Wer ist ein Vetter?
 4. Wie ist das Wetter, wenn die Sonne nicht scheint?
 5. Wie geht es Ihnen heute morgen?
 6. Was ist ein sehr kleiner Mann?

7. Was haben Sie an dem Fuss?
8. Nennen Sie!
 1. die Jahreszeiten
 2. den nächsten Monat
 3. fünf Teile des Körpers
9. Schreiben Sie vier deutsche Sprichwörter mit der englischen Bedeutung!
10. Übersetzen Sie ins Deutsche!
 1. The teacher's little daughter is going home.
 2. What are you writing on the blackboard?
 3. The pupils are intelligent, industrious and accurate.
 4. She hands the child a piece of chalk and a knife.
 5. Jack and Fred are standing in front of the table.
Are they looking at the clock?
 6. The windows of the school are dirty. The floor is not clean either.
11. Übersetzen Sie das Englische!
 1. Das Bild hängt (on the wall).
 2. Er legt das Buch (on the table).
 3. Sie kommen (out of the room).
 4. Sehen Sie den Knaben (after the class)!
 5. Sie arbeiten (without the pencil).
 6. Die Riesen liegen (beside the stone).
 7. Sie macht die Arbeit (for the grandfather).
 8. Gehen Sie (to school)?
9. Schreiben Sie (with the pen)!
10. Die Kinder spielen (around the garden).

Suggested evaluation: 4 plus 4 plus 4 plus 10 plus 10 plus 8 plus 14 plus 10 plus 4 plus 22 plus 10 = 100.

GRADE XI

GERMAN

NOVEMBER, 1960

"First Book in German": Lessons 1-15

(Time: 2 hours)

1. Schreiben Sie auswendig:
 1. Das Vaterunser; 2. Vier Zeilen, welche beginnen: "Willst du...."
2. Schreiben Sie die Hauptformen:
 1. to eat; 2. to see; 3. to speak; 4. to grasp; 5. to come; 6. to breathe; 7. to name; 8. to answer; 9. to remain; 10. to sit.
3. Schreiben Sie in allen Zeitformen in der dritten Person des Singulars:
 1. to read slowly; 2. to talk in one's sleep; 3. to be tired.
4. Deklinieren Sie völlig:
 1. my big brother; 2. this old house; 3. dear aunt.
5. Setzen Sie die richtigen Endungen für die Striche ein:
 1. Unser alt Lehrer hat ein neu Hut und neu Schuhe.

2. In dies.... alt.... Haus wohnt jen.... jung.... Mann mit sein.... hübsch.... Frau.
3. Solch.... dünn.... Papier kann man nicht brauchen.
4. In gross.... alt.... Häusern sind oft Mäuse und ander.... klein.... Tiere.
5. Hast du kein.... weiss.... Papier? Nein, und auch kein.... brau.... Tinte.
6. Während dies.... lang.... Tages habe ich zwei schwer.... Aufgaben geschrieben.
7. Der Preis frisch.... Brotes ist zu hoch....
8. Setzen Sie Pronomina oder da-Wörter ein:
 1. Er gab (me) gestern das Geld.
 2. Ich sah (you) in der Strasse, Paul.
 3. Wo ist mein Bleistift? Hast du (it)? Ja, (it) ist in meiner Hand; ich schreibe (with it)
 4. Ich gehe (with him) ins Theater.
 5. Ich sprach (to them) (about it)
 6. Sie sagte (us), dass sie (you) nicht gesehen hatte, Kinder.
 7. Ich zeigte (her) das Buch, als ich (her) sah.
 8. Da ist das Papier; die Feder liegt (under it)
7. Setzen Sie passende Wörter für die Striche ein:
 1. Das Wetter wird im Herbst (colder and colder)
 2. Mein (younger) Bruder ist heute hier.
 3. Karl ist (cleverer) (than) sein Bruder.
 4. Peter ist nicht (as diligent) (as) Gottfried.
 5. Hans ist ein (bigger) Knabe als Paul, aber Christoph ist (the biggest)
 6. Im Frühling ist das Gras (the greenest)
 7. Hast du kein (clearer) Glas?
 8. Es wird immer (darkest), ehe der neue Tag kommt.
8. Setzen Sie die richtigen Fragewörter ein:
 1. (Whom) hast du auf der Strasse getroffen?
 2. (Where) gehst du heute abend?
 3. Mit (whom) wirst du gehen?
 4. (What kind of) Brief hast du geschrieben?
 5. (On what) hast du den Brief geschrieben?
 6. (Whose) Buch hast du gebracht?
 7. (Which) Schüler lernen fleissig?
 8. (Out of what) hast du die Milch getrunken?
9. Schreiben Sie einen Satz mit jedem der folgenden Wörter:
 1. der Schluss; 2. liegen; 3. unter, with the accusative; 4. bei; 5. wann; 6. zu Hause.
10. Übersetzen Sie ins Deutsche:
 1. In the morning he learns mathematics and history; in the evenings he goes to his room and works; at ten o'clock he takes a warm bath and goes to bed and sleeps all night.

2. Yesterday they had gone to the country; today they are staying at grandfather's.
3. He bit the cheese with his strong teeth; then he drank two glasses of milk.
4. Henry, are you going to the movies with the children? I am not going either; the weather is too dark for me.
5. She went for a walk with her old uncle; then she went upstairs and laid her new hat on the bed.
6. Little Fred came home on Friday; he had been a month in the United States.
7. The early bird catches the worm. Pride goes before a fall. When in Rome, do as the Romans do. Strike while the iron is hot.

Suggested evaluation: 4 plus 10 plus 18 plus 15 plus 13 plus 10 plus 8 plus 12 plus 60 = 150.

GRADE XII

GERMAN COMPOSITION

NOVEMBER, 1960

"First Book in German": Lessons 1-24

(Time: 1¼ hours)

1. Write the following in German words:
 1. 637,116 people; 2. $6 \times 11 = 66$; 3. 9.45 a.m.; 4. 4.30; 5. the year 1959; 6. 12.15
2. Write a sliding synopsis of:
 1. he sleeps all day; 2. we stay at home.
3. Write in the three forms of the imperative:
 1. sit down on the bench; 2. eat your bread; 3. get up early tomorrow;
 4. be happy.
4. Supply the necessary reflexive or emphatic pronouns:
 1. Kaufe (yourself) einen neuen Hut, Hans!
 2. Er will das Haus (himself) bauen.
 3. Wir werden ins Badezimmer gehen und (wash ourselves)
 4. Schämst du nicht darüber, Paul?
 5. Habt ihr (yourselves) gut gewaschen, Kinder?
 6. Die Kinder ziehen schnell an.
 7. (Even) jetzt glaubt er es nicht.
 8. Wir werden (each other) bald wieder sehen.
5. Supply correct interrogative or relative pronouns:
 1. Kennen Sie den Mann, (whom) er schickte?
 2. (To whom) hat er es gegeben?
 3. (Out of what) macht man Kleider?
 4. Dies ist das Kind, (to whom) ich gestern sprach.
 5. (Whom) hast du auf der Strasse getroffen?
 6. Wir bringen die Kinder, (whose) Vater krank ist.
 7. Finden Sie die Männer, mit (whom) er arbeitete!
 8. Ich weiss nicht, (whose) Katze sie ist.
 9. Er hat nichts, (that) ich brauchen kann.
 10. Die Frau, (to whom) der Mann sprach, ist meine Tante.
 11. Die Feder, (with which) er schrieb, war sehr schlecht.
 12. Hier ist das Beste, (that) ich finden konnte.

6. Supply the necessary words:

1. Fragen Sie Karl, (when) er nach Deutschland gehen wird!
2. (Before) ihr daran denkt, ist Weihnachten da.
3. Das Konzert ist nicht am Dienstag, (but) am Mittwoch.
4. (There are) viele schöne Schlösser in Österreich.
5. Sie ging eben zur Tür hinaus, (as) ich hereinkam.
6. Er wird es (after) dem Mittagessen lesen.
7. (Since) er kein Bleistift hatte, schrieb er es mit Feder.
8. Er blieb (for) vier Monate in Kanada.
9. (When) das Wetter gut war, machte ich immer einen Ausflug.
10. Wir schreiben uns nicht oft, (but) wir sehen uns manchmal.
11. Ich habe nie (before) so etwas gesehen.
12. (There are) (only) 20 Leute hier bis jetzt.
13. Schreiben Sie es, (as) er es Ihnen gelehrt hat.
14. Ich glaube, (that) er sehr klug ist.
15. (That) Mädchen ist meine Kusine.
16. Hier ist der Bleistift, (that) ich fand.
17. (That) ist meine beste Freundin.
18. (Whoever) das glaubt, ist sehr dumm.

7. Supply correct comparative or superlative forms:

1. Karl ist vier Jahre (younger than) Fritz.
2. Frau Braun hat drei Töchter; Anna ist (the oldest)
3. In Kanada ist das Wetter im Februar (the coldest)
4. Hast du keinen (longer) Bleistift als dieser?
5. Nach Weihnachten werden die Tage (longer and longer)
6. Er sang (the loudest) von allen Knaben.
7. Ich las drei Gedichte; das letzte war (the most interesting)
8. Der (more expensive) Hut ist (the nicer)

8. Translate the following phrases:

1. a room for dancing; 2. three times a month; 3. my friend and his; 4. old Mr. Brown; 5. I am sorry; 6. not until Monday; 7. it is we; 8. most of the boys; 9. an old friend of hers; 10. she is not well.

9. Translate into German:

1. She gave a beautiful red apple to the child; she has something good for you too, Paul.
2. We often go to the movies on Saturdays, but this week we shall go on Friday in the afternoon with young Jack.
3. The children played for half an hour on the shore. On the way home we told them a story in German, and a good one too.
4. Nobody had a good time in the country except my small brother and he really liked all the animals, didn't he?

10. Use each of the following words in an idiomatic sentence that clearly illustrates its meaning and usage:

1. mit fünfzehn Jahren; 2. einst; 3. passen; 4. ein paar; 5. zu Ende; 6. vor der Tür; 7. fragen (with a personal object); 8. der Feiertag; 9. damit; 10. nämlich.

Suggested evaluation: 6 plus 12 plus 12 plus 8 plus 12 plus 18 plus 9 plus 10 plus 28 plus 20 = 135.

(a) Übersetzen Sie ins Deutsche:

1. I am certainly sorry that you are not well. You will have to stay in bed for a few boring weeks. I shall visit you when I have time for talking.
2. Please go to the table after you have washed your hands. An old acquaintance of mine is coming for supper. We should like to make a good impression on him.
3. He has been studying French for several years and has already read some quite difficult stories. They will become longer and longer for the next two years, when he will be studying at the University of Paris.
4. All young people and many older ones like to say all sorts of silly things to one another. Even my old grandfather sometimes tries to do the same, but he does not often succeed.
5. The boy found to his great joy that his parents had given him for his birthday the gold watch for which he had been waiting for such a long time.
6. Do you know what happened in the aunt's room? She had forgotten to close the door, when she came out, and the dog, which she had bought from the old gentleman, had vanished, which was a pity.
7. The night is always darkest just before the new day comes, even if the weather is most beautiful. Neither one believed me, when I said that.
8. He arrived in the country two weeks ago yesterday and he does not intend to leave until a week from tomorrow.
9. There are 1236 pupils in the school this year, but the principal knows them all, especially all the bad ones!

(b) 1. Schreiben Sie die Grundformen: besitzen, verschweigen, beladen, heben, aufstossen, schieben, fechten, befehlen.
2. Schreiben Sie die drei Formen des Imperativs: einnehmen, sich waschen, schlafen, beobachten.

(c) Gebrauchen Sie die passende Form des Komparativs oder Superlativs:

1. Das (nah) Mal wird er einen (lang) Bleistift mitbringen.
2. Die (einfach) Erklärung ist oft (gut).
3. Von allen Soldaten in der Kompagnie ist er (dumm).
4. Dieses Gedicht ist (interessant), das wir je gelesen haben.
5. Der Sommer war (trocken) als der Frühling, aber der Herbst war (trocken).

(d) Fügen Sie die richtigen Endungen ein:

Während wir im alt... Keller den berühmt... Wein tranken, erzählte er mir von den mittelalterlich... Abten des Stifts, von dem uralt... Männerkloster. Er erzählte viel Interessant... über künstlerisch... Grabeingestaltung und zeigte mir dunkl... Katakomben und die klein... am Felsen lehnend... Kapelle. Das zweit... Kloster gehörte einer ander... alt... Familie.

(e) Gebrauchen Sie jedes der folgenden Wörten oder Ausdrücke in einem Satz,

der seinen Sinn deutlich angibt: 1. gehören zu; 2. zumute sein; 3. ablaufen; 4. hoffentlich; 5. weder... noch; 6. gehen auf; 7. einst; 8. um die Wette; 9. umsonst; 10. übrigbleiben.

(f) Schreiben Sie einen Aufsatz von 100 bis 150 Worten über eines der folgenden Themen: 1. Das Theater in Paulsens Heimatstadt Husum. 2. Mein letztes Schuljahr.

Suggested evaluation: 70 plus 12 plus 8 plus 10 plus 20 plus 30 = 150.

O.M.L.T.A. FALL CONFERENCE

SATURDAY, NOVEMBER 5, 1960

At Middlesex College, the University of Western Ontario, London

Programme

- 9.00 - 10 a.m. — Registration in Lobby of Middlesex College.
Coffee and tea.
Visit to the new Language Laboratory.
- 10.00 - 10.45 a.m. — Middlesex Auditorium.
Demonstration Grade 11 French Authors.
Professor T. J. Casaubon.
- 10.45 - 11.15 a.m. — "THE FORWARD LOOK IN MODERN
LANGUAGE INSTRUCTION" — Mr. David
Steinhauer, Inspector in Modern Languages, Ontario
Department of Education. (Objective testing, experimentation in language laboratories, experimentation on the dictation records, etc.).
- 11.15 - 11.30 a.m. — The new Teachers' Course at Trois-Pistoles —
Betty McIntosh.
- 11.30 - 11.45 a.m. — The St. Pierre-Miquelon Experiment — Professor
C. R. Parsons.
- 12.00 - 12.45 p.m. — "COMMENT J'INVENTE MES PERSONNAGES" — Claude Aveline, Alliance Française
Lecturer.
- 1.00 p.m. — Luncheon, Middlesex Cafeteria; tickets \$1.45.
The London Singers, directed by Mr. George Black, have consented to sing several songs at the luncheon.
- (Time to be announced) — España y las letras hispanoamericanas del siglo
XIX: En torno a un proyecto de investigación
literaria — Kurt Levy, Department of Spanish,
U. of T.

R. W. TORRENS, Chairman.

ITEMS OF INTEREST

CHANCELLOR JEANNERET HONOURED

On June 7th Chancellor Jeanneret, formerly Head of the French Department at University College, was awarded the Pierre Chauveau medal, presented by the Royal Society of Canada for his distinguished service to education and to national unity. The citation reads in part: "His long and distinguished career, entirely devoted to the teaching of French language and literature, and to the mutual appreciation of French and English Canadians has earned for him not only the esteem and the respect of his students and colleagues, but the greatest recognition of his efforts that a university professor can ever envisage: the chancellorship of his university."

A YEAR ABROAD STRONGLY RECOMMENDED

"Every teacher of Modern Languages should have a fluent oral command of the language he is teaching, and first-hand knowledge of life in the country where it is spoken. Except in rare circumstances, these can be gained only from residence in that country, and we should urge that an academic year be regarded as the minimum period by which a teacher whose main subject is Modern Languages (whether taught in the Sixth Form or not) can qualify for his work. The spending of a year abroad, whether as Assistant in a school or occupied in non-academic work, cannot be too strongly recommended to those who have just graduated. It should be borne in mind by the authorities, however, that this additional experience imposes on Modern Language teachers a delay in taking up their work which is not required of most of their colleagues and it is reasonable to expect that this should be recognized in salary and pension schemes."

— Modern Languages in the Sixth Form (A Report to the Council of the Modern Language Association of Great Britain), published in June, 1960.

A CONFERENCE WITH THE EDITOR OF "MODERN LANGUAGES"

One of the highlights of our visit to London, England, last summer was a conference with Dr. Constance Hurren, Editor of "Modern Languages". Vivacious, alert and well-informed, Dr. Hurren gave us a résumé of the progress of the Oral Examination in French, of which she herself has been an examiner. For those who would like to know more about the English system, Dr. Hurren recommends Prof. Moore-Rinvold's book "The Oral Examination", published by the Liverpool University Press. As a follow-up of this interesting and profitable interview with Dr. Hurren, we have written to Mr. R. J. L. F. Feil, School Examinations Department, University of London, for official information regarding the nature and conduct of the Oral Examination. This information will, in due course, be made available to our readers.

LE MUSEE PEDAGOGIQUE IN PARIS

During our brief stay in Paris, we visited the Musée Pédagogique at 29 rue d'Ulm, in the University district near the Panthéon. This internationally known educational centre is the headquarters for the Modern Language Association (Association des Professeurs de Langues Vivantes) and other teachers' organizations. The library is stocked with educational magazines, reference texts and the textbooks used in the elementary and secondary schools of France. The

service bureau provides teaching aids of various kinds. At the Musée Pédagogique arrangements can also be made for correspondence with pupils in other lands. Visitors to the Musée are invited to fill out a form indicating what sort of information they would like to have.

A FRENCH SCHOOL IN VIENNA

Just behind the Westminster Hotel in Vienna, there is a French government school for children wishing to learn the French language. The fine modern building, houses some 1400 primary and secondary school pupils.

LE FRANÇAIS FONDAMENTAL

L'Institut Pédagogique National, 29 rue d'Ulm, Paris, has just published an interesting revision of "Le Français Élémentaire" which is now more fittingly called "Le Français Fondamental". In the two small paper-covered volumes (140 pages in all) the editors list the essential vocabulary, idioms and grammar for a thorough beginners' course in French. Book 1, based on the spoken language, affords a firm point of departure for all those who wish to express in French the necessities of daily life. Book 2, which is essentially based on the written language, permits the student to acquire a more complete knowledge of the French language and culture.

RUSSIAN NOW AN OPTIONAL SUBJECT

Departmental Circular H. S. 1 includes Russian as an option for the first time for Grades X, XI and XII.

THE CARNEGIE STUDY OF GRADE IX STUDENTS

In the first bulletin based on the Carnegie study of Grade IX students, the following are the results of the question put to them: "What is your favourite subject in school?"

Results: 1. Mathematics: 17.3%; 2. Science: 13.5%; 3. Social Studies: 12.5%; 4. Technical Subjects: 9.1%; 5. Home Economics: 8.6%; 6. French: 8.3%; 7. Commercial Subjects: 7.0%; 8. English: 6.8%; 9. Other Subjects: 5.0%; 10. Art: 4.9%; 11. Music: 4.5%; 12. No Answer: 2.5%.

The obligatory subjects are English, Social Studies, Mathematics and Science. Although not all the students questioned took all the subjects listed, the results are still interesting and none too flattering to the languages.

FRENCH BROADCASTS

(Grades 11-13) — Tuesdays, 11.15 to 11.30 a.m.

A series of five broadcasts will be directed to students of Grades 11 to 13 and again will emphasize spoken French. The programmes will consist of dramas, in dialogue form, on topics decidedly French in nature. Emphasis throughout the series will be on the oral aspect of the language with each broadcast providing specific direction and drill on difficult French sounds.

The programme of January 31, 1961 (No. 4 in the series) will dramatize several incidents from DUHAMEL'S "LE NOTAIRE DU HAVRE", a story prescribed for Grade 13 examination purposes.

No. 1 January 10 — A WALK IN PARIS

No. 2 January 17 — "TOUR DE FRANCE"

No. 3 January 24 — A DAY IN THE COUNTRY

No. 4 January 31 — "LE NOTAIRE DU HAVRE"

No. 5 February 7 — THE STUDENT EXCHANGE (QUEBEC AND ONTARIO)

A PURELY CANADIAN DICTIONARY

A North York secondary school teacher is involved in a project that will aid students and help establish Canada's national identity. Donald Hamilton is the teacher and the project is a distinctly Canadian, English-French, French-English pronouncing dictionary.

Official recognition as words, instead of colloquialisms, will at last be given to such purely French-Canadian terms as "patates" for potatoes, rather than the "apple of the earth" translation of the correct French "pomme de terre."

Similarly, such Canadian words and phrases as "hydro", "mountie," "separate school" and "board of education", will be given their rightful place in a not-English, not-American vocabulary. "Common as these words may be to us," says Mr. Hamilton, a history teacher at Downsview collegiate, "they are virtually unknown in the U.S. or England."

In addition to being a pronouncing dictionary, the new work will list the word in English, give the correct or most common Canadian pronunciation, translate it into French and give an example of its use in both languages. The same process will be repeated in the French-English section.

Mr. Hamilton is one of a group of seven in various parts of the country working on the project under Jean Paul Vinay of the University of Montreal. It was begun by the university 10 years ago mainly as a French-Canadian program and received new impetus three years ago when the Toronto publishing firm of McClelland and Stewart got behind it.

The first edition, a small version designed for use by students, is scheduled for publication next September. A giant-size edition, equivalent in content to the complete Oxford or the Webster dictionaries, will probably take another three years.

From the Toronto Daily Star, Sept. 22, 1960

FRENCH FILMS

LA FAMILLE MARTIN, 18 min.	\$110
DEPART DE GRANDES VACANCES, 11 min.	\$60
HISTOIRE DE POISSONS, 11 min.	\$60
L'ENTENTE CORDIALE, 10 min.	\$60
QUELLE CHANCE, 10 min.	\$60
L'ARRIVEE A PARIS, 11 min.	\$60
AU RESTAURANT, 11 min.	\$60
COURSES ET ACHATS, 11 min.	\$60
VISAGES DE LA VILLE LUMIERE, 22 min.	\$110
ICI ON PARLE FRANCAIS (A new elementary film about Quebec). In 16 mm. colour, sound, 21 min.	\$225
Educational Film Distributors, Ltd., 47 Dundonald St., Toronto 5, Canada	

THE LANGUAGES-OF-THE-WORLD ARCHIVES PROJECT

conducted at George Washington University

The need for an exhaustive compilation of authentic data on all of the world's languages and dialects known to exist has been recognized for some time. There are too many tongues about which little or nothing is known; even the question as to the total number of languages can only be answered by an estimate of between 3,000 and 6,000 exclusive of dialects.

In order to make an inventory, Dr. William R. Parker, then Chief of the Language Development Section of the U.S. Office of Education, began in 1958 a File of the Languages of the World which was subsequently enriched by contributions by Dr. Bayard Quincy Morgan, Dr. William E. Welmers, Dr. and Mrs. Carl Voegelin, and Dr. Siegfried H. Müller.

Among the data sought on the individual languages will be the most accepted and other variant forms of the name of a language or dialect, its self-designation, the number and location of speakers, the countries in which a certain language is considered official, the kinship within family, group, cluster, etc., and the manner of writing, if the language has a written form. On tongues less known and less commonly taught, there will also be names of persons competent in them, places of instruction, location of samples of writing and recordings, and availability of teaching aids, dictionaries, etc.

It is realized that such an ambitious undertaking will require a great deal of time and effort and the collaboration of many experts in certain areas. It is hoped that the result will be an inventory which should be especially useful for scholars, business, and government agencies with world-wide responsibilities.

The immediate aim is to perfect the existing Archives and bring them to a state where they may yield the above information reliably and to a reasonable extent, and then to place them under some permanent custodianship with the function of filling the lacunae as far as possible and keeping track of the constant changes.

As a first step in this direction, the U.S. Office of Education through its Language Development Section, now headed by Dr. Kenneth W. Mildenberger, has awarded, under Public Law 85-864, a one-year \$47,700 contract to George Washington University which will conduct the project under the supervision of Dr. B. D. Van Evera, Dean for Sponsored Research.

Dr. Siegfried H. Müller, professor and chairman of the Department of General Language at Adelphi College, on partial leave from this institution, is Director of the project until January 31, after which Dr. James C. King, associate professor of German at George Washington University, will direct it till June 30, 1961. In addition to the office staff needed for collating the material, a number of specialists will be asked to contribute their knowledge in the areas of their competence.

9/1/60 SHM LWA #4

HENRY THE NAVIGATOR, PRINCE OF PORTUGAL (1394-1460)

During the year 1960, the Portuguese-speaking nations have been commemorating the five-hundredth anniversary of the death of one of their greatest princely sons, Henry the Navigator. A personality who belongs to the history of the universe, he was, in the fifteenth century, the man who fomented that unique enterprise of discoveries which in following centuries enabled the Portuguese to give "new worlds to the World."

March 4, Henry's birthday, was marked by a solemn "Te Deum" in the national shrine of the Jeronimos, in Lisbon, attended by important foreign and Portuguese dignitaries, including the President and Prime Minister of the Republic. Similar ceremonies took place in other parts of the Portuguese world, and were followed by naval displays, exhibitions and celebrations of historical interest in various centres, culminating in the International Congress on the History of Discoveries in the Portuguese capital in September, with the formal closing of the Centenary Year to come on November 13, the date of Henry's death.

A member of Portugal's most illustrious royal family, Henry the Navigator was the third surviving son of John I of the House of Aviz and of Queen Philippa, a daughter of England's John of Gaunt, Duke of Lancaster. Through his education at the royal court of Portugal, Henry was steeped in medieval chivalry and pre-Renaissance learning. On the military side, he early played an active part in North African campaigns, in the Christian attempt to wrest that continent from the Mohammedans, and on the cultural side, he was deeply engrossed in the internal affairs of his native land. However, it was through exploration that he contributed most to Renaissance development. Not that Henry himself was an ardent traveller. On the contrary, his ultimate and continuing preoccupation was to direct personally the school of navigation which he founded about 1418 at Sagres, Cape St. Vincent, on Portugal's south-west tip. There he gathered about him the leading geographers, cartographers and sailors of Europe — it is said that Columbus attended too —, and they carefully studied and planned for the voyages which in Henry's lifetime led to the discovery of Madeira, and the Azores, and the African coast as far as Guinea and Sierra Leone.

It was after Henry's death, of course, that the greatest accomplishments of exploration were brought about by his fellow countrymen: around the Cape of Good Hope to India and the far East, westward and southward to the Banks of Newfoundland and to Brazil. Nevertheless, there is no doubt but that Henry the Navigator was the "father of continuous maritime discovery" who lighted the fire of inspiration, and as such we honour his memory today.

University of Toronto

J. H. Parker

MEET YOUR FRIENDS AT THE LONDON CONFERENCE ON NOVEMBER 5

FRENCH

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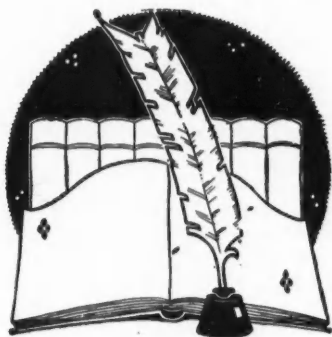
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BOOK REVIEWS

Directed by Morgan Kenney, Hill Park Secondary School, Hamilton, Ontario.



AUDIO-VISUAL TECHNIQUES IN TEACHING FOREIGN LANGUAGES, a practical handbook by Theodore Huebener, Director of Foreign Languages in the schools of the City of New York. New York University Press, 1960. (Ryerson Press, Toronto). Price \$3.25 N.

This is the book we have been waiting for. "It is designed as a practical handbook for the teacher of foreign languages in the use of audio-visual devices". (Preface). The book contains a wealth of useful material with directions for its use in the classroom. The author deals at length with the various media and techniques of audio-visual instruction. He has included a chapter on the tape-recorder and another on television. The aims, techniques and construction of the language laboratory are fully discussed. The Appendix contains useful reference lists of available audio-visual aids and techniques: books, bulletins, pictures, games, films, film strips, record and tape recorders; a bibliography of tapes and tape recorders; a list of publishers of records and tapes; a list of producers of films and film strips; and a bibliography of language laboratories and techniques. Every teacher of Modern Languages should have access to a copy of this timely work.

G.A.K.

LECTURES CHOISIES, by Lilian A. Baker, Toronto, Macmillan, 1960. \$1.35

An interesting series of extracts of varying length by leading writers of prose, poetry and drama from the seventeenth century to the present, intended for preparation for the "O" level of the English General Certificate Examination. There are biographical, literary and linguistic notes and a French-English vocabulary. Although there are no questions, the material is suitable for sight for Grades, XI, XII and XIII.

M.S.

SOUCOUPES VOLANTES, by R. N. Allan. Toronto, Macmillan, 1960. .35c

A remarkably interesting junior reader. The vocabulary and grammar are within the range of the grades IX and X student. Complete with a variety of questions and a French-English vocabulary.

M.S.

LITERATURE UNDER COMMUNISM, by Avrahm Yarmolinsky. Vol. XX in the Russian and East European Series of the Russian and East European Institute. Published by the University of Indiana Press. Price \$4.00.

Dr. Avrahm Yarmolinsky needs no introduction to modern readers. He is a well known critic, biographer and author of several authoritative books on Turgeniev, Dostoyevski and Gorkij. His latest volume provides a welcome supplement to standard works on Soviet Literature. In **Literature Under Communism**, the author discusses the literary policy of the communist party of the Soviet Union from the end of World War II to the death of Stalin. He deals with the tightening of controls on writers which began as early as 1944 and were formalized in the publication of 2 rulings of the Central Committee of the Party in 1946. War with its crisis brought a relaxation of Party control. Soviet authors enjoyed relative freedom in the choice of theme and treatment of their literary work. The end of the war brought the revival of Party authority. Novelists, playwrights, poets were told in no uncertain terms that they were obligated to promote the teachings of Marxism and Leninism and to implement the policies of the Party State. The Party made it clear that literature must make itself "politically useful". Having set forth the guiding principles of Soviet Literature, the author devotes several chapters to a discussion of better known novels, plays and poems of this period. Each point studied is illustrated by lengthy excerpts from original sources. What emerges clearly is that, with few exceptions, the writers of the post war period "toed the line" prescribed by the Party. They were willing to alter passages in their printed works that the Party found objectionable and make themselves politically useful. Dr. Yarmolinsky shows that literature produced by Soviet writers from the end of World War II until the death of Stalin was poles removed from great literature. It served as a propaganda weapon intended to build nationalism and contempt for the non-communist world.

Dr. Yarmolinsky by limiting his study to the development of Soviet Literature within a seven year period was able to concentrate in much greater detail on trends which are of contemporary interest. His excerpt translations of official documents and literary works give the reader a glimpse into a vast world of writing totally alien to ours. And although the artistic values of this literature leave much to be desired, it nevertheless illustrates the results of tightening controls in a totalitarian society. It is to be regretted that the author did not include an index. The welter of names and rulings would have made an index a welcome addition. Students in the field of Slavic Studies will be grateful for the detailed notes found at the end of each chapter. However, in the interest of completeness, one may point out that the source of many works selected for analysis is not given in notes. The author's failure to translate into English titles of articles and editorials will handicap the general reader not able to understand Russian.

Literature Under Communism, is a well written, stimulating and authoritative book. It should prove of great value to students in the field of Slavic Studies as well as to the general reader in guiding them toward an intelligent appreciation of the values and problems involved in contemporary Soviet Literature.

Roberta L. Markus.

A PARTIAL PROSPECTUS FOR 1960-61

THE ORAL FRENCH EXAMINATION IN ENGLAND by R. J. L. Feil, School Examinations Department, University of London.

THE EXPERIMENTAL PAPERS IN FRENCH by W. H. Trethewey, Victoria University, Toronto.

AUDIO AIDS by Eugène Joliat, University College, U. of T.

BETTER RESULTS IN TEACHING FRENCH by Joachim Reuter, Junior - Senior High School, Smithers, B.C.

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REVIEW MATERIAL ON "LE NOTAIRE DU HAVRE" by Dora Stock, Janet Smith and Maurice Smith.

A SUGGESTED LIST OF SOME HIGH-FREQUENCY GERMAN IDIOMS AND EXPRESSIONS by D. Steinhauer, Department of Education for Ontario.

THE NOUN AND ADJECTIVE IN GERMAN by John E. Oyler, Ph.D., University of Alberta, Calgary.

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A RUSSIAN COURSE FOR BEGINNERS

FIRST YEAR RUSSIAN (A Course for Beginners) by Charles Duff and Dimitri Makaroff. British Book Service, Toronto, 1960. Price \$1.35.

This attractively bound volume is primarily intended for school use, but it will serve equally well for any kind of class or private tuition. G.A.K.

A PROPOS DE "LA GRAMMAIRE"

Professeur: Que cherche Blanche? Pourquoi ne le retrouvera-t-il pas?

Elève: Blanche cherche M. Edmond. Elle ne le retrouvera pas parce qu'il est tombé dans un trou dans le jardin.

MORTS D'ADOUCCISSEMENT

Une bambine m'a dit un jour, avec une infinie tristesse dans ses grands yeux:

— Moi, j'avais un canard, mais il s'est sauvé. Après, j'ai eu une tortue, mais papa a marché dessus. Après, j'ai eu trois poissons rouges, mais ma soeur a mis dans le bocal quelque chose pour adoucir l'eau et ils sont tous morts d'adoucissement. — Sélection du Reader's Digest.

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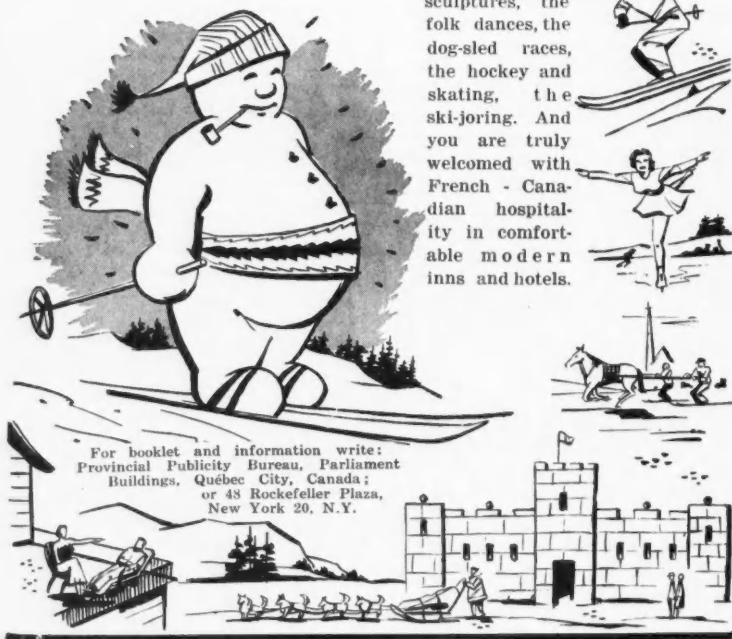
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